



**CHILD CARE AND DEVELOPMENT FUND PLAN**

**FOR: STATE OF ALASKA**

**FFY 2010-2011**

This Plan describes the CCDF program to be conducted by the State/Territory for the period 10/1/09 – 9/30/11. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

---

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

**Form ACF 118 Approved OMB Number: 0970-0114 expires 4-30-2012**

## **TABLE OF CONTENTS**

### **AMENDMENTS LOG**

#### **PART 1 ADMINISTRATION**

- 1.1 Lead Agency Information
- 1.2 State/Territory Child Care (CCDF) Contact Information
- 1.3 Estimated Funding
- 1.4 Estimated Administration Cost
- 1.5 Administration of the Program
- 1.6 Funds Used to Match CCDF
- 1.7 Improper Payments

#### **PART 2 DEVELOPING THE CHILD CARE PROGRAM**

- 2.1 Consultation and Coordination
- 2.2 Public Hearing Process
- 2.3 Public-Private Partnerships

#### **PART 3 CHILD CARE SERVICES OFFERED**

- 3.1 Description of Child Care Services
- 3.2 Payment Rates for the Provision of Child Care
- 3.3 Eligibility Criteria for Child Care
- 3.4 Priorities for Serving Children and Families
- 3.5 Sliding Fee Scale for Child Care Services

#### **PART 4 PARENTAL RIGHTS AND RESPONSIBILITIES**

- 4.1 Application Process / Parental Choice
- 4.2 Records of Parental Complaints
- 4.3 Unlimited Access to Children in Child Care Settings
- 4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

#### **PART 5 ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE**

- 5.1 Quality Targeted Funds and Set-Asides
- 5.2 Early Learning Guidelines and Professional Development Plans

#### **PART 6 HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS**

(50 States & District of Columbia only)

- 6.1 Health and Safety Requirements for Center-Based Providers
- 6.2 Health and Safety Requirements for Group Home Child Care Providers
- 6.3 Health and Safety Requirements for Family Child Care Providers
- 6.4 Health and Safety Requirements for In-Home Child Care Providers
- 6.5 Exemptions to Health and Safety Requirements
- 6.6 Enforcement of Health and Safety Requirements
- 6.7 Exemptions from Immunization Requirements

PART 7 HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

- 7.1 Health and Safety Requirements for Center-Based Providers in the Territories
- 7.2 Health and Safety Requirements for Group Home Child Care Providers in the Territories
- 7.3 Health and Safety Requirements for Family Child Care Providers in the Territories
- 7.4 Health and Safety Requirements for In-Home Child Care Providers in the Territories
- 7.5 Exemptions to Territorial Health and Safety Requirements
- 7.6 Enforcement of Territorial Health and Safety Requirements
- 7.7 Exemptions from Territorial Immunization Requirements

APPENDIX 1 -- PROGRAM ASSURANCES AND CERTIFICATIONS

APPENDIX 2 -- ELIGIBILITY AND PRIORITY TERMINOLOGY

APPENDIX 3 -- ADDITIONAL CERTIFICATIONS

REQUIRED ATTACHMENTS

## AMENDMENTS LOG

**CHILD CARE AND DEVELOPMENT FUND PLAN FOR: STATE OF ALASKA**  
**FOR THE PERIOD: 10/1/09 – 9/30/11**

Lead Agencies must submit plan amendments within 60 days of the effective date of an amendment (§98.18 (b)).

**Instructions for Amendments:**

- 1) Lead Agency completes the first 3 columns of the Amendment Log and sends a photocopy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

**Note:** This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain "old" plan pages that are superseded by amendments in a separate appendix to its Plan. This is especially important as auditors will review CCDF Plans and examine effective date of changes.

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

## **PART 1 ADMINISTRATION**

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

### **1.1 Lead Agency Information** (as designated by State/Territory Chief Executive Officer)

Name of Lead Agency: Alaska Department of Health and Social Services  
Address of Lead Agency: P.O. Box 110601, Juneau, Alaska 99811-0601  
Name and Title of the Lead Agency's Chief Executive Officer: William Hogan, Commissioner  
Phone Number: 907-269-7800  
Fax Number: 907-269-0060  
E-Mail Address: william.hogan@alaska.gov  
Web Address for Lead Agency (if any): http://www.hss.state.ak.us

### **1.2 State/Territory Child Care (CCDF) Contact Information** (day-to-day contact)

Name of the State/Territory Child Care Contact (CCDF): Marcey Bish  
Title of State/Territory Child Care Contact: Acting Child Care Program Manager  
Address: 619 E. Ship Creek Avenue, Suite 230, Anchorage, Alaska 99501-1677  
Phone Number: 907-269-4784  
Fax Number: 907-269-1064  
E-Mail Address: marcey.bish@alaska.gov  
Phone Number for CCDF program information (for the public) (if any):  
(907) 269-4500 or toll free 1-888-268-4632  
Web Address for CCDF program information (for the public) (if any):  
http://www.hss.state.ak.us/dpa/programs/ccare/

### **1.3 Estimated Funding**

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2009 through September 30, 2010. (§98.13(a))

CCDF: \$11,878,548.00  
Federal TANF Transfer to CCDF: \$9,096,900.00  
Direct Federal TANF Spending on Child Care: \$13,699,637  
State CCDF Maintenance of Effort Funds: \$3,544,811.00  
State Matching Funds: \$5,347,702.00

Total Funds Available: \$43,567,598.00

#### **1.4 Estimated Administration Cost**

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): \$1,289,834.35 (4.9 %). (658E(c) (3), §§98.13(a), 98.52)

#### **1.5 Administration of the Program**

**1.5.1** Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Targeted Funds and Set-Aside?

☐

Yes.

☒

No. If no, use **Table 1.5.1** below to **identify** the name and type of agency that delivers services and activities. If more than one agency performs the task, identify all agencies in the box under “Agency,” and **indicate** in the box to the right whether each is a non-government entity.

**Table 1.5.1: Administration of the Program**

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)
Determines individual eligibility:		
a) TANF families ((Parents Achieving Self Sufficiency (PASS) I))	<p>Funds: TANF Direct</p> <p>The Lead Agency contracts with work service providers to determine child care assistance eligibility for TANF families. Work services providers may be government or non-government agencies.</p> <p>State/County TANF agency: Department of Labor</p>	<p><input checked="" type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>

PLAN FOR CCDF SERVICES IN: STATE OF ALASKA  
FOR THE PERIOD 10/1/09 – 9/30/11

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)
	Non TANF State/County agency: Catholic Social Services, Ninestar, Maximus, Job Corps-Alaska, Center for Community, Metlakatla Indian Community, North Slope Borough	
b) Non-TANF families ((Parents Achieving Self Sufficiency (PASS) II and III))	<p>The Lead Agency and grantees determine child care assistance eligibility for Non-TANF families. Grantees may be government or non-government agencies.</p> <p>State/County TANF agency: Municipality of Anchorage, Fairbanks North Star Borough, Haines Borough, Kodiak Island Borough, City and Borough of Sitka, City of Valdez</p> <p><u>Non-governmental community or faith-based organization:</u> Alaska Family Services, South Peninsula Haven House, Catholic Community Services, The LeeShore Center, Seaview Community Services, Alaska Island Community Services, Metlakatla Indian Community</p>	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Assists parents in locating care	Lead Agency maintains a “real-time” website of all licensed and	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No

PLAN FOR CCDF SERVICES IN: STATE OF ALASKA  
FOR THE PERIOD 10/1/09 – 9/30/11

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)
	<p>approved child care providers.</p> <p>Child Care Resource &amp; Referral Service (CCR&amp;R): Alaska's Child Care Resource and Referral Network (Child Care Connection, AEYC-SEA, and Play N Learn) assist parents in locating care by providing referrals using various methods: in person, fax, email, telephone, web based.</p> <p>State/County TANF agencies and <u>Non-governmental community or faith-based organizations</u> listed at (b) above provide parents with a current listing of licensed and approved providers upon request.</p>	
Makes the provider payment	N/A (Lead Agency)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Quality activities	<p>Lead Agency: Child Care Licensing, Child Care Grant Program, Quality Rating &amp; Improvement System planning</p> <p>State/County TANF agency: The Lead Agency delegates authority to the Municipality of</p>	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No



PLAN FOR CCDF SERVICES IN: STATE OF ALASKA  
FOR THE PERIOD 10/1/09 – 9/30/11

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)
	<p>Anchorage for Child Care Licensing services within the Municipality.</p> <p>Child Care Resource &amp; Referral Service (CCR&amp;R): Resource &amp; Referral Activities, Alaska Inclusive Child Care, Increasing access and quality of infant &amp; toddler care, School-age set asides: SEED Registry, SEED Professional Development Framework: NACCRRA Quality Assurance for R&amp;R's: Outreach workers</p>	
Other:		<input type="checkbox"/> Yes <input type="checkbox"/> No

**1.5.2. Describe** how the Lead Agency maintains overall internal control for ensuring that the CCDF program is administered according to the rules established for the program (§98.11).

The Lead Agency manages all child care programs. CCDF fiscal management and program policy development remain at the state level. Grantees, in the form of local government entities and non-government agencies, implement many of the services, including:

- determining eligibility for non-TANF subsidized child care services for families
- determining eligibility for child care providers to become approved to participate in the Child Care Assistance Program
- providing child care referral services and information on selecting quality care to families
- providing referrals, offering training and support through technical assistance and on-site consultation to child care providers

- providing information to communities about the importance of quality child care and working to increase the overall community investment in young children
- Providing licensing services for child care providers within the Municipality of Anchorage

The Lead Agency monitors grantees through a combination of annual on-site visits as funding allows, random desk audits, and review of monthly statistical reports and quarterly fiscal and program narrative reports. Grantees attend training sessions on policy and procedures required by the Lead Agency and participate in monthly technical assistance teleconferences conducted by the Lead Agency.

Grantees must certify that they will comply with the terms, conditions, and assurances of their grant and perform all work required in their agreed upon scope of work. Specific deliverable and performance indicators such as adequate program access, timely and efficient service delivery, accurate eligibility and payment determinations, fiscally responsible program expenditures, and accessible professional development and training opportunities for child care providers across the state are monitored over the course of the grant. Specific Federal and State audit requirements also must be adhered to by the grantees, with oversight by the Lead Agency.

**1.5.3. Describe** how the Lead Agency ensures adequate personnel, resources, systems, internal controls, and other components necessary for meeting CCDF reporting requirements (658K, §98.67, §§98.70 & 98.71, §§98.100 to 102), including the Lead Agency's plans for addressing any reporting deficiencies, if applicable. At a minimum, the description should address efforts for the following reporting requirements:

(a) Fiscal Reporting

The Acting State Administrator meets on a monthly basis with the Finance & Management Services Admin Operations Manager to review the program budget and has obtained view only access to the federal On Line Data Collection (OLDC) system. The Admin Operations Manager completes the ACF (Administration for Children & Families)-696 Report.

The Admin Operations Manager utilizes the Department of Health and Social Services' allocation system to ensure all direct and indirect expenditures are allocated correctly, as well as internal tracking for all expenditures within the Mandatory, Matching, Discretionary and Earmark categories. To further assist in managing each federal fiscal year's grant allocations and the

categories within those years, the Admin Operations Manager utilizes the Alaska State Accounting System (AKSAS) for additional tracking and reconciliation.

A state database called eGrants was created as a central program to track and process grant information for the Lead Agency.

The Lead Agency uses eGrants to track and process grant information for the 13 child care assistance grantees, the Municipality of Anchorage licensing grantee and the Alaska Child Care Resource and Referral Network grantee.

State Grant Administrators create each grantee file in eGrants for each fiscal year.

State Program Managers use eGrants to approve quarterly Cumulative Fiscal Reports, Line Item Budget Revisions, and Amendments. eGrants has a notification system for Grant Administrators to advise Program Managers to review reports that need approval.

Access for grantees to directly input their quarterly Cumulative Fiscal Reports in eGrants began in FY08 as well as state Program Managers' ability to approve them. Currently, some grantees have been selected to participate in a testing process to input continuing grant application information for FY2010 in eGrants. It is anticipated that grantees will begin to submit their quarterly narrative reports directly into eGrants sometime in FY10.

#### b) Data Reporting

The Integrated Child Care Information System (ICCIS) is a web-based database supported by the DHSS/Finance and Management Services analysts/programmers in Anchorage. It is used for child care licensing and child care assistance. The system is divided into the Family Module, Facility Module and the Payments Module. Access or partial access is provided to appropriate staff, grantees and partners. All users agree to adhere to the security profiles required for their use within each module and to maintain confidentiality of information.

Licensors maintain licensing files; child care assistance staff maintain approved child care provider files and authorize child care assistance; and accounting staff make child care payments in ICCIS which interfaces with the Alaska State Accounting System

(AKSAS) for the issuance of benefits to families receiving PASS II and PASS III child care assistance.

Child Care Grant Program (quality activity) staff have begun utilizing ICCIS to initiate notices and input case notes.

The Eligibility Information System (EIS) and the ICCIS system use the same client data base and data tables and are fully supported by DHSS/Finance and Management Services analyst/programmers and a DPA System Support Team in Anchorage. Reconciliation reports require interface with the AKSAS. EIS is a mainframe application dependent in whole on the State's mainframe located in Juneau.

The Jobs Automated System Payments (JASP) is a subsystem of EIS and is utilized in the eligibility, authorization, and verification of child care assistance benefits and the eligibility status of child care providers for PASS I. JASP also interfaces with AKSAS for the issuance of benefits to families receiving PASS I child care assistance.

A contract has been awarded to scope and potentially integrate PASS I with PASS II and PASS III functions into ICCIS.

DPA Systems Operations provides two reports; one from ICCIS and the Child Care Aggregate Report for PASS I data for children and providers. These two reports are the basis for the ACF-800 Report data. Question #7 on the ACF-800 Report is derived from data included in the Alaska Child Care Resource & Referral Network's quarterly narrative reports. The final ACF-800 Report is reviewed for inconsistencies and conflicts by DPA Research Analysts prior to submission.

For the ACF-801 report, a monthly programmed report was created to extract the Pass I, Pass II, and Pass III child care payments that were made for services rendered three (3) months prior to the month the programmed report runs.

For each payment that was made, the monthly programmed report extracts the parent and child(ren) information, number in the household, amounts paid, co-pay the parent paid, number hours of service, type of care, location of the child via Federal Information Processing Standards (FIPS) code, etc. The monthly programmed report formats the records extracted as prescribed by CCDF and creates a file to send to ACF. Before sending this file to ACF, the records are loaded into a program that was provided by ACF called

the CCDViewer. It shows which records may be in error and any that are in error are reviewed and fixed. The file is then sent to ACF via CONNECT: DIRECT on the State of Alaska mainframe computer by the end of each month.

c) Error Rate Reporting

A Quality Assessment Program Officer served as the project coordinator to complete the Lead Agency's first "State Improper Authorizations for Payment Report." The review team received training on policy, error definitions, review processes and the modified record review worksheet. The Research Unit and System's Operation staff generated the monthly sampling frames and samples from Alaska's automated Integrated Child Care Information System (ICCIS).

All cases determined to be in error by the review team were reviewed and discussed by Alaska's Child Care Quality Assessment Review Committee which analyzed the error cases including: a review of policy to confirm whether or not the case was processed according to State Child Care Policy, discussion of causal factors, case corrections, and corrective actions to prevent the re-occurrence of such errors in the future.

The Lead Agency provides training to the grantees and assures appropriate corrective action is taken.

In preparation for submitting the next State Improper Authorizations for Payment Report, the State of Alaska has done or is doing the following:

- Hired a full time Quality Assurance staff member situated within DPA Integrity and Analysis unit to conduct on going file reviews
- Participated in the Region IX and X Roundtable on Child Care Subsidy in which Improper Payments was a topic
- Establishing contacts and resources for assistance
- Incorporating the specific measurements of timeliness, accuracy, and documentation as part of our program monitor review of grantees.

## **1.6 Funds Used to Match CCDF**

**1.6.1** Will the Lead Agency use public funds to meet a part of the CCDF Match requirement pursuant to §98.53(e)(1)?

- ☒ Yes, **describe** the activity and source of funds: state funds
- ☐ No.

**1.6.2** Will the Lead Agency use private donated funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2)?

- ☐ Yes. If yes, are those funds: (**check one below**)
- ☐ Donated directly to the State?
- ☐ Donated to a separate entity or entities designated to receive private donated funds?

a) How many entities are designated to receive private donated fund?

b) **Provide** information below for each entity:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Contact: \_\_\_\_\_

Type: \_\_\_\_\_

- ☒ No.

**1.6.3** During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

- ☐ Yes (**respond to 1.6.5**), and:
- a) ☐ The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).
- b) (\_\_\_\_ %) Estimated percentage of the MOE requirement that will be met with Pre-K expenditures. (Not to exceed 20%.)
- c) If the Lead Agency uses Pre-K expenditures to meet more than 10% of the MOE requirement, **describe** how the Lead Agency will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

☒ No.

**1.6.4** During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirements? (§98.53(h))

☐ Yes (**respond to 1.6.5**), and

a) (\_\_\_\_ %) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 30%.)

b) If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, **describe** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

☒ No.

**1.6.5** If the Lead Agency indicated “yes” to 1.6.3 or 1.6.4, **describe** Lead Agency efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

**1.6.6** Will the Lead Agency use any other funds to meet a part of the CCDF Match requirement pursuant to §98.53(e)(1)?

☐ Yes, **describe** the activity and source of funds:

☒ No.

The Lead Agency plans to further explore other funding options as presented in this section during the duration of this plan.

## **1.7 Improper Payments**

Has your State implemented any strategies to prevent, measure, identify, reduce, and collect improper payments? (§98.60(i), §98.65, §98.67)

☒ Yes, and these strategies are:

- Payments authorized by grantees are monitored through the statewide web-based computer management system.

- Erroneously obtained benefit claims are reviewed by a lead agency analyst and quality control technician for accuracy and corrective action.
- Grantees are required to conduct supervisory case reviews of family eligibility determinations and child care authorizations according to statewide policies and procedures.
- New regulations were drafted that will allow the Division of Public Assistance Fraud Unit to take action on improper payments. These regulations have not been adopted at this time.

☐ No. If no, are there plans underway to determine and implement such strategies?

☐ Yes, and these planned strategies are: \_\_\_\_\_

☐ No.



## PART 2

### DEVELOPING THE CHILD CARE PROGRAM

#### **2.1 Consultation and Coordination**

**2.1.1** Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)).

**Indicate** the entities with which the Lead Agency has a) **consulted** and b) **coordinated** (as defined below), by checking the appropriate box(es) in Table 2.1.1.

*Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. **At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).**

*Coordination* involves the coordination of child care and early childhood development services, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). **At a minimum, Lead Agencies must coordinate with** (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, and (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

**Table 2.1.1 Consultation and Coordination**

<b>Agency</b>	<b>a) Consultation in Development of the Plan</b>	<b>b) Coordination with Service Delivery</b>
Representatives of local government	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>
Other Federal, State, local, Tribal (if applicable), and/or private agencies providing child care and early childhood development services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Employment services / workforce development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *

PLAN FOR CCDF SERVICES IN: STATE OF ALASKA  
FOR THE PERIOD 10/1/09 – 9/30/11

<b>Agency</b>	<b>a) Consultation in Development of the Plan</b>	<b>b) Coordination with Service Delivery</b>
Public education	<input type="checkbox"/>	<input checked="" type="checkbox"/> *
TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
State/Tribal agency (agencies) responsible for:		
State pre-kindergarten programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Programs that promote inclusion for children with special needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (See guidance):	<input type="checkbox"/>	<input type="checkbox"/>

**\* Required.**

**For each box checked in Table 2.1.1, (a) identify** the agency(ies) providing the service and **(b) describe** the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

### **State and Local Government**

Local government consultation and coordination occurs in the following ways:

- The State of Alaska enters into an agreement with the Municipality of Anchorage to provide child care licensing services within the Municipality of Anchorage, which represents half of the population of the state.
- Child Care Program Office staff meets on a monthly basis with the Municipality of Anchorage licensing staff and participate in meetings regarding their municipal licensing code revision work.
- The Municipality of Anchorage licensing staff participates in State of Alaska Child Care Licensing Regulation training with the Child Care Program Office licensing staff.
- Child Care Program Office staff provide monthly informational updates on licensed child care facilities to state and local government offices such as: Planning and Zoning, Public Safety, Environmental Conservation and Fire Marshall Offices.
- Seven of the thirteen Child Care Assistance grantees administering subsidy are local governments, municipalities or tribal entities. Grantees participate in monthly teleconferences hosted by the Lead

Agency. These meetings provide opportunities for exchanges of information and input into policy formulation. An additional monthly meeting is conducted with the Municipality of Anchorage as they have more than half of the caseload for the state.

- The Fairbanks Child Care Coalition meets bimonthly. Participants include partners from state child care licensing, child care assistance grantees, child care providers and administrators, Public Assistance (PASS I), Child Care Resource and Referral, Public Health, Head Start Programs (Play N Learn, Fairbanks Native Association and Tanana Chiefs Conference). Discussions focus on children's issues.
- Lead Agency Staff meet with state and local Fire and Department of Environmental Conservation officials, and Land Use and Permitting officials to assist current and prospective licensed child care providers in meeting licensing regulations.
- The Early Childhood Comprehensive Systems (ECCS) is located in the lead agency's Office of Children's Services (OCS) and is further discussed in 2.1.3.
- Representatives of state and local governments to include child care assistance and licensing grantees had input into this plan through ongoing collaborative efforts and more formal venues of electronic responses or participating in the public hearing process.

### **Public Health**

The State Child Care Administrator participates on the Lead Agency Children's Policy Team, along with representatives from the Division of Public Health and the Division of Behavioral Health. Department of Health and Social Services children's issues of concern across Divisions are addressed at these meetings.

Public Health staff is consulted regarding changes to child care licensing health requirements. The Lead Agency's child care licensing staff work closely with Public Health to ensure that child immunization requirements are met. Child care licensing staff share information about a computer program created by Public Health called "Self-Image." Providers input child immunization information into Self-Image; the program then provides notices to the child care provider of upcoming immunizations, provides information about the appropriate timetables for obtaining immunizations, alerts providers as to whether or not the children in their care are current with their immunizations, etc.

Public Health staff audit the immunization records of select facilities each year. They forward their results to the CCPO. If a facility receives 100% compliance on their audit, the child care licensor does not audit the records as well.

State Epidemiology contacts CCPO annually for a current list of licensed facilities to survey compliance with immunization requirements. If they do not receive a response from facilities, they notify licensing and licensing follows up to ensure compliance. Licensing also coordinates with state Epidemiology to ensure immunizations which are checked while on site by licensors reflect current standards and best practice.

Public Health staff periodically provides immunizations on-site at child care facilities, participate in health and safety training for child care providers, assist in responding to health related outbreaks in child care facilities, and provide on-site health consultation.

The Acting State Child Care Administrator and/or another member of the CCPO team participate on the Early Childhood Comprehensive Systems and the state Strengthening Families Leadership Team. Both of these committees foster coordination and collaboration of services for young children.

CCPO, OCS and Public Health Nurses meet to share information about services.

The Lead Agency teams with the Division of Public Health, Background Check Unit to assure all licensed (effective January 16, 2009) and approved (effective July 1, 2009) child care providers, and family members (16 and older) if home providers, have been fingerprinted and undergone backgrounds checks to assure they meet regulatory standards. A CCPO staff member participates weekly on the Lead Agency's Background Check Variance Committee, which includes Public Health staff.

The Health Program Manager for immunizations was invited to provide input into the draft CCDF Plan through ongoing collaborative efforts and the more formal venues of electronic response or participating in the public hearing process.

### **Employment Services**

The Division of Public Assistance (DPA) is located within the Lead Agency. DPA is the TANF agency for the State of Alaska and works closely with the Department of Labor in developing job opportunities for all Alaskans, while focusing on families on TANF. Child Care is acknowledged as a necessary support for families entering and remaining in the work force. Information about child care resources is available at job centers throughout the state; case managers and employment counselors receive child care information training for use as part of their resource portfolio to work with families.

The Lead Agency oversees the grant for an on-site child care center in a busy job center in downtown Anchorage – for use by job center customers. The child care center is operated by the local Child Care Resource and Referral (CCR&R) agency. This partnership allows the CCR&R to provide consumer education and child care referrals to customers of the job center. It also allows the participants to participate in self sufficiency services.

### **Public Education**

The Lead Agency:

- Works with school districts to license before-and-after school child care programs in the schools.
- Collaborates and coordinates with the Department of Education and Early Development on program oversight and regulation of pre-elementary schools. Presently, regulations governing preschools (under the Department of Education and Early Development) and child care (under the Department of Health and Social Services) do not align. The Lead Agency collaborated with the State Department of Education and Early Development and the Municipality of Anchorage, Department of Health and Human Services to develop a system for child care licensors from the Lead Agency and the Municipality of Anchorage to conduct health and safety inspections for state certified pre-elementary schools.
- Funds training by the Child Care Resource and Referral network for providers serving young children with special needs which include linking with school district services for 3-5 year olds.
- Works with representatives from the Department of Education and Early Development on the continued implementation of the Early Learning Guidelines and evaluation.
- Collaborates and coordinates with the Department of Education and Early Development concerning Alaska's Statewide Professional Development Plan – see section 5.2.5 for more information.

**TANF** –The Acting State Child Care Administrator serves on the leadership team for the Division of Public Assistance and attends regular management meetings. Child care is an integral part of the Division's mission and child care continues its integration into the work of the Division. The co-location of child care programs and the TANF agency in the same division has also allowed the Child Care Assistance Program for TANF families and the Child Care Assistance Program for non-TANF families to become better aligned.

A Public Assistance Analyst with the Lead Agency now works with PASS I, the child care assistance part of TANF, by:

- providing training, technical assistance and policy clarification to any entity which administers PASS I which may be located in the Division of Public Assistance, the Department of Labor, or work service contracts or grantees
- participating on monitors for work services for the child care portion
- receiving and reviewing Interested Persons Reports from the Department of Public Safety for each person who is planning to provide child care for families receiving PASS I
- assisting providers seeking a variance with their variance request paperwork and presenting their case to the Background Check Variance Committee mentioned under Public Health above
- attending monthly partners meeting with Department of Labor and a work services contractor
- teleconferencing monthly with DPA staff working with PASS I

An Accounting Clerk with the Lead Agency works with PASS I by:

- receiving billings and making payments to PASS I providers in the Anchorage area and other areas which do not have a field office
- making all manual payments

The Pass I Manual is in the process of being reviewed and revised to better align with PASS II and PASS III. The Lead Agency has issued a contract to scope the possibility of incorporating PASS I into the Integrated Child Care Information System (ICCIS) in which PASS II and III currently reside.

PASS I staff from the Child Care Program Office and the Division of Public Assistance were invited to provide input into this plan through ongoing collaborative efforts and more formal venues of electronic responses or participating in the public hearing process.

#### **Participation on Performance Evaluation Team (PET) Team**

The Lead Agency also has two participating members on the monthly Performance Enhancement Team (PET). This team is comprised of key staff from Temporary Assistance Policy, DPA Program Integrity & Analysis (both Research and Quality Assurance) and Field Services directly involved with work services contractors. The purpose of the team is to ensure work services contractors have the information, tools and guidance they need to meet the division's performance expectations.

#### **Tribal**

\*The Lead Agency has participated in teleconference meetings with Tribal Organizations receiving CCDF funding. These meetings have allowed the State and the Tribal Organizations to share current child care activities and issues with each other, as well as to hear from guest participants

about new initiatives or clarifications of policy. Lead Agency staff have also participated in ad hoc requests to meet with Tribal Organizations. The Lead Agency plans to coordinate with Region X Child Care Bureau staff to reestablish quarterly teleconferences with Tribal Organizations.

The Lead Agency shares the results of the Market Rate Survey and rate schedules with Tribal Organizations.

The Lead Agency participated in the development of Alaska's Statewide Professional Development Plan with various early care and education partners including tribal representatives.

The Lead Agency licensors in the Northern Region have been working with (including a recent face to face meeting) the Native Village of Barrow to possibly establish a licensed child care center.

The Lead Agency licensors in the Northern Region are actively assisting Ft. Yukon to establish a licensed group home as a pilot with a future goal of establishing a licensed child care center.

The Lead Agency licensors in the Southeast Region meet bimonthly with partners including tribal entities.

Representatives from tribal entities receiving CCDF funds in Alaska were invited to provide input on this draft CCDF Plan through ongoing collaborative efforts and more formal venues of electronic responses or participating in the public hearing process.

### **State Pre-kindergarten Programs**

The Alaska pilot Pre-kindergarten Program will begin this fall (2009) within the Department of Education and Early Development. The Lead Agency will collaborate with this pilot program along with Head Start and pre-elementary schools (certified) all within the Department of Education and Early Development. It is anticipated that the CCPO will provide health and safety inspections for pre-elementary schools.

### **Head Start**

The Lead Agency and the Head Start Collaboration director continue to promote collaboration between child care providers and Head Start programs, including those operated by Tribal Organizations. Recent collaborative activity between child care and Head Start include:

- Regular meetings between the Acting State Child Care Administrator and the Head Start Collaboration Director.
- Joint participation on the Alaska Strengthening Families Initiative team, the Early Childhood Comprehensive Services Leadership Team, and the Early Learning Guidelines steering committee

- The Alaska CCR&R Network is collaborating with the Fairbanks Native Association Head Start and Early Head Start, Play N Learn Head Start, University of Alaska Fairbanks, and Open Arms (Fairbanks child care center) on writing a grant through the Early Childhood Mental Health Consultation Project.
- The CCR&R agency for the northern region offers CDA training to Head Start Staff; Head Start staff provide training for the community at the CCR&R office; the CCR&R and Head Start staff serve together on committees – The Fairbanks North Star Borough Early Childhood Development Commission, Fairbanks Child Care Coalition, University of Alaska Fairbanks Advisory Board for Early Childhood Education and the Fairbanks Association for the Education of Young Children.
- AEYC-SEA, the CCR&R agency for Southeast Alaska collaborates with the Southeast Regional Health Corporation, WIC and Tlingit and Haida in a health project. Together, they chose a health and nutritional curriculum. They meet monthly to plan health training for all Head Start and child care programs in Southeast Alaska. National recognition was received in FY08 from the US Department of Health and Social Services for their success.
- AEYC-SEA partners with Tlingit and Haida for monthly interagency collaborative meetings (Partnership for Families and Children). Can be viewed on: [www.southeastfamilies.org](http://www.southeastfamilies.org). A memorandum of agreement is in place.
- AEYC-SEA coordinates a weekly gym time at the University of Alaska Southeast for all Head Start and child care programs in Juneau.
- AEYC-SEA supports other Head Start and child care programs in Southeast Alaska with physical activity equipment.
- Child Care Connection, the South Central CCR&R agency and CCR&R grantee for the state, is partnering with Kids' Corps, Inc. Head Start and Southcentral Foundation Head Start for some training and consultations.
- Child Care Connection is working with Kids' Corps, Inc. Head Start with the Strengthening Families initiative.
- Child Care Connection is partnering with Chugiak Children's Services (has Head Start program), Kids' Corps, Inc. Head Start and RurAL CAP Head Start to align childhood outcome measurements
- CCR&R outreach workers in smaller community's partner with Head Start programs at the local level.
- The Head Start Collaboration Director and staff from the state Department of Education and Early Development were invited to provide input into this plan through ongoing collaborative efforts



and more formal venues of electronic responses or participating in the public hearing process.

### **Inclusion**

The Alaska Child Care Resource and Referral Network administers Alaska Inclusive Child Care (Alaska IN!), an enhanced child care referral and supplemental funding program, for children with special needs. A Special Needs Supplement may be available for families who participate in the state Child Care Assistance Program. If a child is eligible for a Special Needs Supplement, CCR&R staff work with the parents and providers to determine needed accommodations, the rate of supplemental funding, and develop and monitor a Provider Training Plan designed to meet the needs of the child. The CCR&R Network works to improve the availability of quality child care by promoting inclusive practices.

The Alaska Early Intervention/Infant Learning Program is incorporated in the Office of Children's Services (within the Lead Agency) to serve families who have children ages birth to three with diagnosed special needs.

Staff from the Alaska Child Care Resource and Referral Network and the state Alaska Early Intervention/Infant Learning Program were invited to provide input into this plan through ongoing collaborative efforts and more formal venues of electronic responses or participating in the public hearing process.

**2.1.2 Emergency Preparedness and Response Plan for Child Care and Early Childhood Programs.** Lead Agencies are encouraged to develop an emergency preparedness and response plan for child care and other early childhood programs operating in the State/Territory. The plan should include provisions for continuity of services and child care assistance payments to families and providers in the event of an emergency or disaster. Indicate which of the following best describes the current status of your efforts in this area. **Check only ONE.**

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.
- ☒ **Developing.** A plan is being drafted. Include the plan as Attachment 2.1.2, if available.
- ☐ **Developed.** A plan has been written but has not yet been implemented. Include the plan as Attachment 2.1.2, if available.
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as Attachment 2.1.2.
- ☐ **Other. Describe:**

**a) Describe** the progress made by the State/Territory in planning for an emergency or disaster event with regards to the operation of child care and early childhood education programs.

The Lead Agency disaster response plan is being added to the Division of Public Assistance Disaster Response Plan. It is in draft format and not available at this time. The additions were developed utilizing the Emergency Preparedness Resource Notebook from the Administration for Children and Families. When approved, Child Care will be added to the Division Plan which currently includes Food Stamps, Public Assistance, Medicaid and Heating Assistance.

The current Disaster Response Plan includes:

- Pre Planning, Training and Information
  - Introduction
  - Communication Systems
  - DPA Staff Assignments
  - Information Systems
  - Planning, Training and Testing
- Disaster Emergency Event Response
  - Disaster Responsive Service Provision
  - Pandemic Flu
  - Disaster Food Stamp Program
  - Cash Program: General Relief, TANF, APA and Senior Benefits
  - Medicaid
  - Heating Assistance Program
  - Security and Fraud Control
- Post Event Follow Up
  - Post Event Security Program Requirement Reports

A Field Guide is in the planning stage of being drafted as it cannot be done until the Disaster Response Plan is approved. It will be a shorter version of the Disaster Response Plan for quicker reference to key items.

**b) Describe** provisions the Lead Agency has in place for the continuation of core child care functions during and after a disaster or emergency.

Child care licensing and child care assistance would be reinstated after first responders have provided critical services and power and communication have been restored per lead agency policy.

Child care licensing is administered from state offices located in Juneau, Fairbanks, Anchorage and the Municipality of Anchorage. Child care licensors will continue to license new providers and current licenses may be extended as needed. Emergency Regulations (these are in the preplanning stage) may be implemented.

Child care assistance (PASS I, II, III) is administered by the DPA and contractors/grantees statewide. Staff and contractors will continue to determine eligibility for new applicants and issue child care assistance payments. Additional staff may be available if the number of applicants is expected to increase based on the location, severity and length of the disaster. Staff may input payments directly or communicate with another CCPO office which has the ability to input the payment for them.

Technical assistance may be provided via telephone, e-mail or fax to child care assistance applicants, child care providers and contractors/grantees. In an emergency situation that requires on-site assistance, staff may be transported to that site. Disaster kits will be issued for the visit. (At least one mobile disaster kit will always be available at each office or grantee office. It will contain field guides, materials for licensing and assistance tasks and other supplies needed to provide services on-site.)

Record keeping may be completed on-site electronically or manually or the information may be relayed to another office for completion. If information is recorded manually, the data must be electronically recorded when returning to the CCPO office.

**c) Describe** efforts the Lead Agency has undertaken to provide resources and information to families and child care providers about ways to plan and prepare for an emergency or disaster situation.

All licensed child care providers in Alaska must develop a written Disaster Preparedness and Emergency Evacuation Plan as part of their licensing. Child Care Licensors provide the “Get Out Alive!” form for providers which includes a sample escape plan. The evacuation procedure is also drawn on a floor plan grid. Evacuation drills must be conducted and recorded monthly.

Developing evacuation plans has been discussed at licensing chats which are conducted in communities with licensed child care. Child care licensors travel to communities or telephonically conduct the

chats. In some communities, emergency personnel have conducted in-depth trainings.

Child care providers advise parents of their emergency evacuation plan with instructions on where to pick up their child in case the facility has been evacuated and reentry is not possible.

Recently, a licensed home provider in Southeast Alaska evacuated the children from her home in an emergency situation. The Juneau Empire newspaper reported the provider said the students practice drills every month and that practice paid off.

**d) Describe** how the Lead Agency is coordinating with other State/Territory agencies, private, and/or non-profit charitable organizations to ensure that child care and early childhood programs are included in planning, response, and recovery efforts.

The Division of Public Assistance is coordinating among programs within the division for inclusion in the DPA Disaster Response Plan. Programs currently included in the plan are Food Stamps, Public Assistance, Medicaid and Heating Assistance

After the draft plan is approved, copies will be made available to the CCR&R network, the Municipality of Anchorage, and State TANF and State Non-TANF agencies. The plan can be used to develop disaster response plans specific to each agency.

**2.1.3 Plan for Early Childhood Program Coordination.** Lead Agencies are encouraged to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of your efforts in this area. **Note: Check only ONE.**

- ☐ **Planning.** Are there steps under way to develop a plan?
- ☐ Yes, and **describe** the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ No.
- ☐ **Developing.** A plan is being drafted. Include the draft as **Attachment 2.1.3** if available.
- ☐ **Developed.** A plan has been written but has not yet been implemented. Include the plan as **Attachment 2.1.3** if available.
- ☒ **Implementing.** A plan has been written and is now in the process of being implemented. Include the plan as **Attachment 2.1.3**.
- ☐ **Other (describe):**

a) **Describe** the progress made by the State/Territory in planning for coordination across early childhood programs since the date of submission of the 2008-2009 State Plan.

The Early Childhood Comprehensive Systems (ECCS) plan is the most comprehensive coordinating plan in the state. This plan focuses on the coordination of early childhood efforts within state government and collaboration with other public/private entities such as Best Beginnings and former System for Early Education Development (SEED). The Best Beginnings Plan focuses on the coordination of private sector involvement around early learning and literacy efforts; the SEED Professional Development Plan focuses on early childhood staff professional development.

The ECCS plan includes a recommendation that a permanent guidance structure be created to provide oversight of a comprehensive, integrated service system for young children prenatal to eight. The Lead Agency through the ECCS plan has created an Interdepartmental Early Childhood Council to include representatives from child care, Head Start, public health, behavioral health, child protective services, early intervention, and certified pre-elementary schools to name a few.

The Lead Agency oversees child care licensing, the Child Care Assistance Program, and Alaska CCR&R coordination. Lead Agency staff participate in the development and implementation of statewide early childhood plans and initiatives such as the Early Childhood Comprehensive Systems plan, the Best Beginnings plan, the Strengthening Families Initiative, SEED's Professional Development Plan, and the development, dissemination, training and evaluation of the Early Learning Guidelines. Lead Agency staff have met with Tribal Organizations and are in the process of re-establishing quarterly teleconferences as referenced earlier. Lead Agency staff participate on the Children's Policy Team as well as on an informal coordinating group consisting of representatives from the Child Care Resource and Referral Network, Best Beginnings, the Alaska Association for the Education of Young Children, Head Start, Early Childhood Comprehensive Systems, and the Department of Education and Early Development.

**b) Indicate** whether there is an entity that is, or will be, responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

There is not *one* entity responsible for ensuring that such coordination occurs across all systems; however, the Interdepartmental Early Childhood Coordinating Council facilitates collaboration amongst early childhood programs. Participants include representatives from child care, Head Start, public health, behavioral health, child protective services, early intervention, Department of Corrections, Department of Education and Early Development representing certified pre-elementary and elementary schools, and Department of Labor to name a few.

Coordination continues to be the way of doing business in the State, due to a relatively small population involved in early childhood programs. Coordination occurs at the policy level as well as at the program level. At the policy level, regulations, policies, and funding streams are coordinated between programs. Alignment of services must be ensured at the program level, prior to implementing new regulations and policies.

**c) Describe** the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State/Territory's early learning guidelines, plans for professional development, and outcomes for children.

The expected results of this coordination include:

- Development of common goals and expectations for children
- Increased knowledge of developmentally appropriate expectations for children.
- Increase in the quality of child care
- An effective, non-duplicative and aligned system of early childhood services in the state
- An efficient and effective delivery of professional development services to early care and education providers
- Greater sense of community and empowerment by early care and education providers
- Increased professionalism of early care and education providers
- Improved retention of early care and education providers
- Fewer improper child care assistance payments
- Implementation of Early Learning Guidelines
- Improved coordination of the state Child Care Assistance Program with Tribal Child Care Assistance Programs
- Increased mental health consultation to early care and education programs and individual children
- Promotion of inclusive child care
- Consumer education activities
- Increased alignment of the Department of Education and Early Development's certified pre-elementary school program with licensed child care health and safety inspections requirements

**d) Describe** how the State/Territory's plan supports, or will support, continued coordination among the programs. Are changes anticipated in the plan?

As discussed earlier, there are several working plans that mandate coordination across programs. These plans are in a constant implementation, review, revision and evaluation processes.

## **2.2 Public Hearing Process**

**Describe** the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

a) Date(s) of notice of public hearing:

June 2, 2009

b) Manner of notifying the public about the public hearing:

Posted on Child Care Program Office and State Public Notice websites, distributed notice electronically to other state entities, grantees, tribal organizations, and various early care and education stakeholders. Electronic notices were also sent to licensed child care providers with email addresses on file.

Notice of Public Hearing was published in the Anchorage Daily News, Fairbanks Daily News Miner, and the Juneau Empire newspapers.

c) Date(s) of public hearing(s):

June 22, 2009, 1:30-3:30 pm and 6:30-8:30 pm

d) Hearing site(s):

Anchorage, Legislative Information Office with Statewide Teleconference Connections

e) How the content of the plan was made available to the public in advance of the public hearing(s):

Posted on the Child Care Program Office website. Hard copies made available upon request.

f) **Attach** a brief summary of the public comment process as **Attachment 2.2**.

A brief summary of the public comments from this process is included as Attachment 2.2.

### **2.3 Public-Private Partnerships**



Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private-sector involvement in meeting child care needs?

- ☒ Yes. If yes, **describe** these activities or planned activities, including the results or expected results.

**Public Awareness**

See Other Activities that Increase Parental Choice . . . 5.1.6

**Business Involvement**

See Alaska CCR&R Network Infants and Toddlers - 5.1.1

**Professional Development**

See Alaska's Professional Development Plan – 5.2.5

See SEED Registry – 5.2.5

**Quality Improvement**

See Quality Rating Improvement System – 5.1.5

**Literacy Initiatives**

- Best Beginnings - Members included executives from Native Corporations, ConocoPhillips Alaska, School Boards, the Rasmuson Foundation, the Alyeska Pipeline Service Company, BP Pipelines Alaska, the Commissioners of the Departments of Health and Social Services (CCDF lead agency) and Education & Early Development, and others.

The Lead Agency participates in the efforts of *Best Beginnings* which provides leadership in coordinating private sector involvement with public involvement - around support for families to “provide superb learning environments for their young children”.

- Dolly Parton Imagination Library – Several communities participate in this literacy program with books being received monthly by children age 5 and under.
- The CCR&R Network provides training for early care and education professionals around the development of early literacy. One example is a five-part literacy series for family child care providers; if they come to all five they get the training cost reimbursed along with a bag of age-appropriate books for their program.

- The CCR&R agency in Anchorage hosts an annual Book Party in the Park in August. At the last party, 3000 books were distributed to about 600 children (infants through school-age).

**Inclusion of Children with Disabilities**

See Inclusion 2.1.1

**Health Initiatives**

See Healthy Child Care America . . . 5.1.6

**Collaborative System Building**

See Interdepartmental Early Childhood Council – 2.1.3

See Consultation and Coordination – 2.1

☐ No.

## **PART 3**

### **CHILD CARE SERVICES OFFERED**

#### **3.1 Description of Child Care Services**

**3.1.1** Certificate Payment System. **Describe** the overall child care certificate process, including, at a minimum:

- a) a description of the form(s) of the certificate (§98.16(k)):

A copy of a sample authorization or certificate is attached as **Attachment 3.1.1**.

The child care certificate is in the form of a child care authorization which may be issued for a period up to 6 months at the discretion of the grantee. The authorization:

- identifies the child(ren) for whom child care is authorized
- identifies the provider selected by the family
- describes the child care authorized, including each category and units of care
- states the anticipated eligible cost of care, including the family contribution and the anticipated benefit amount paid on behalf of the family
- states the period of time for which the authorization is effective

- b) a description of how the certificate permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

When eligibility is determined and funding is available for child care assistance, and the parent has selected a provider, a copy of the child care authorization is given to the parent and the provider. Parents who have not selected a provider are referred to the Child Care Resource and Referral Network. CCR&R staff provide consumer information on selecting quality child care and assist parents in locating a child care provider to meet their needs. After provider is selected, a copy of the child care authorization is given to the parent and the provider.

In order for providers to participate in the State Child Care Assistance Program, they must declare their rates and sign a provider agreement.

If a parent selects in-home care, the child care assistance grantee supplies the parent with an *In-home Care Information Packet*. The parent must agree to employ the provider and the provider must pass a background check. Payments are made to the parent choosing in-home care.

- c) if the Lead Agency is also providing child care services through grants and contracts, **estimate** the proportion of §98.50 services available through certificates versus grants/contracts (this may be expressed in terms of dollars, number of slots, or percentages of services), and **explain** how the Lead Agency ensures that parents offered child care services are given the option of receiving a child care certificate. (§98.30(a) & (b)).

N/A

- d) **Attach** a copy of your eligibility worker's manual, policy handbook, administrative rules or other printed guidelines for administering the child care subsidy program as **Attachment 3.1.1**.

**Note:** If these materials are available on the web, the Lead Agency may provide the appropriate Web site address in lieu of attaching hard copies to the Plan.

Alaska PASS I Child Care Assistance Manual link:

<http://dpaweb.hss.state.ak.us/main/manual/ChildCare/CCPASSIMAN.PDF>

Child Care Assistance Policy & Procedure Manual link:

[http://www.hss.state.ak.us/dpa/programs/ccare/files/ccpp\\_manual.pdf](http://www.hss.state.ak.us/dpa/programs/ccare/files/ccpp_manual.pdf)

**3.1.2** In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

- ☐ Yes, and **describe** the type(s) of child care services available through the grant or contract, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

☒ No.

**3.1.3** Are child care services provided through certificates, grants and/or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

☒ Yes.

☐ No, and **identify** the localities (political subdivisions) and services that are not offered:

**3.1.4** The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

☐ Yes, and the limits and the reasons for those limits are (§§98.16(g)(2), 98.30(e)(1)(iv)):

☒ No.

The Lead Agency is currently working on a regulation package that would limit in-home care only to families that:

- have 3 or more children in care
- need care for a child with a developmental disability
- need care for a child this is under 12 months of age
- need care for a parent to work a night shift

### **3.2 Payment Rates for the Provision of Child Care**

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

**3.2.1 Provide** a copy of your payment rates as **Attachment 3.2.1**. The attached payment rates were or will be effective as of: September 1, 2008.

**3.2.2** Are the attached payment rates provided in Attachment 3.2.1 used in all parts of the State/Territory?

☒ Yes.

- ☐ No, and other payment rates and their effective date(s) are provided as **Attachment 3.2.3**.

**3.2.3 Provide** a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- a) The month and year when the local market rate survey(s) was completed (§98.43(b)(2)):

December 2008 and January 2009

- b) A copy of the **Market Rate Survey instrument** and a **summary of the results** of the survey are provided as **Attachment 3.2.3**. At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

A copy of the 2009 Market Rate (Price) Survey which includes the instrument and Executive Summary is attached.

**3.2.4** Does the Lead Agency use its **current** Market Rate Survey (a survey completed no earlier than 10/1/07) to set payment rates?

☐ Yes.

☒ No.

The information from the Market Rate Survey in September 2007 was used as the basis to increase rates to the 50<sup>th</sup> percentile effective September 1, 2008.

The 2009 Market Rate (Price) Survey results are being analyzed to recommend adjustments to the current rates; changes to current rates will be proposed as indicated by the findings and as funding will allow.

**3.2.5** At what percentile of the **current** Market Rate Survey is the State payment rate ceiling set?

State rates were set at the 50<sup>th</sup> percentile for each facility type, rate region and age group of child based on the 2007 Market Rate Survey effective September 1, 2008.

There are 72 rate groups (2 facility types, 9 rate regions and 4 age groups) in the state. Using the 2009 Market Rate (Price) Survey, two of the 72 rates are at less than the 25<sup>th</sup> percentile and 17 are at the 25<sup>th</sup> percentile. The remaining 53 groups are at or above the 50<sup>th</sup> percentile or have no provider responses (11).

**Note:** If you do not use your current Market Rate Survey to set your rate ceilings or your percentile(s) varies across categories of care (e.g., type of setting, region, or age of children), **describe** and provide the range of variation in relation to your current survey.

**3.2.6 Describe** the relationship between the attached payment rates and the market rates observed in the current survey, including at a minimum how payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey: (§98.43(b))

Families receiving state child care assistance choose their provider(s). They may choose licensed providers, approved providers, relative providers or in-home providers. There are state rates for each type of care.

At the time of the 2009 Market Rate Survey, there were 597 licensed providers and 466 (78%) of these providers accepted children receiving state child care assistance. There were 903 approved, relative and in-home providers and 793 (88%) of these providers accepted children receiving state child care assistance.

Licensed providers may participate in the Child Care Grant if they care for at least 5% children receiving state CCA. This funding may be used for:

- Staff salaries and benefits
- Substitute care
- Health and safety items
- Supplies, equipment and activities for children in care
- Child development education and training

Families receiving TANF and PASS I child care may have their co-pay waived and the State will pay it.

**3.2.7** Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

☐ Yes. If, yes, **describe**.

☒ No.

**3.2.8** Does the State have any type of tiered reimbursement or differential rates?

☒ Yes. If yes, **describe**:

Children with documented special needs who receive state child care assistance may be eligible for supplemental funding [(7 AAC 41.025(e))].

The Alaska Child Care Resource and Referral Network administers Alaska Inclusive Child Care (Alaska IN!), an enhanced child care referral and supplemental funding program, for children with special needs. If a child is eligible for a Special Needs Supplement, CCR&R staff work with the parents and providers to determine needed accommodations, the rate of supplemental funding, and develop and monitor a Provider Training Plan designed to meet the needs of the child.

The Special Needs Supplement amount is based on the maximum state rate for the type of provider, rate region, and age group of the child. The supplemental rate is 25%, 50%, 75% or 100% of that amount based upon the needed accommodations.

☐ No.

**3.2.9 Describe** how the Lead Agency ensures that payment rates do not exceed the amount paid by the general public for the same service. (§98.43(a))

Child Care Regulations state that providers cannot charge more for children receiving CCA than other children. This is supported by provider rights and responsibilities to participate in the CCAP.

Each Child Care Provider establishes their own rates and submits their published rates with their licensing and/or child care assistance applications.



### **3.3 Eligibility Criteria for Child Care**

#### **3.3.1 Age Eligibility**

a) Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes. If yes, **define** physical and mental incapacity in Appendix 2, and **provide** the upper age limit 18.

☐ No.

b) Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18.

☐ No.

#### **3.3.2 Income Eligibility**

**Complete** columns (a) and (b) in Table 3.3.2 below based upon initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

**Table 3.3.2 Income Eligibility**

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level, lower than 85% SMI, if used to limit eligibility	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	NA	NA	NA	NA
2	4458	3790	3516	78.9
3	5016	4263	3853	76.8
4	5573	4737	4190	75.2
5	6019	5116	4433	73.7
6	6464	5495	4675	72.3

The median family income for a family of four in Alaska, Federal Register March 2002 is \$66,874. This number is used as the base to determine the median income for the different family sizes shown above in column (a). This is calculated using the adjustment factor in Table 2 below (Federal median family income multiplied by the adjustment factor percentage). The adjusted gross income levels shown in column (d) are equal to 85% SMI less the estimated amount of the 2002 Alaska Permanent Fund Dividend for the family. The dividend is not used in calculating the adjusted gross income amount when determining program eligibility. The eligibility limit is 85% of the 2002 SMI.

a) Does the Lead Agency have “tiered eligibility” (i.e., a separate income limit for remaining eligible for the CCDF program)?

☐ Yes. If yes, **provide** the requested information from Table 3.3.2 and **describe**. **Note:** This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table.

☒ No.

b) If the Lead Agency does not use the SMI from the most current year, **indicate** the year used:

2002

c) These eligibility limits in column (c) became or will become effective on:

July 1, 2002

d) How does the Lead Agency define “income” for the purposes of eligibility? **Provide** the Lead Agencies definition of “income” for purposes of eligibility determination. (§§98.16(g)(5), 98.20(b))

The Lead Agency defines “income” for the purposes of eligibility as:

The parents’ total monthly cash receipts before taxes from all sources, plus all of the family’s unearned income, except income specifically excluded below.

- Alaska Permanent Fund Dividends
- Alaska Native Corporation Dividends if under \$2000
- Federal Earned Income Tax Credit
- Fed Non-Cash Benefits, including Medicare, Medicaid, food stamps and supplements through the Women, Infants and Children Program Loans
- Foster care payments

e) Is any income deducted or excluded from total family income (e.g., work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?

☒ *Yes. If yes, **describe** what type of income is deducted or excluded from total family income.*

Child support payments and catastrophic medical or dental payments are deducted from gross income.

☐ No.

f) **Describe** whose income is excluded for purposes of eligibility determination.

Earned income of family members other than the parent(s) is not counted. Unearned income for adults other than the parents residing in the home is not counted.

### 3.3.3 Work/Job Training or Educational Program Eligibility

- a) How does the Lead Agency define “working” for the purposes of eligibility? **Describe** the specific activities that are considered “working” for purposes of eligibility determination, including minimum number of hours. (§§98.16(f)(6), 98.20(b)) Working (include minimum hours if applicable) –

The Lead Agency defines “working” for the purposes of eligibility as: Engaged in an activity for a wage or salary, or engaged in a business with the intention of making a profit or up to 80 hours of seek work activities which include contacting prospective employers, completing and submitting job applications, and attending job interviews with the goal of obtaining employment. Seek work activities are allowable in full hour increments. For parents who are participating in the TANF program, “work activities” include paid employment (may be subsidized), work search and job readiness activities, community work experience, job sampling, and approved subsistence activities.

- b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program?

☒ Yes. If yes, how does the Lead Agency define “attending job training or educational program” for the purposes of eligibility? **Describe**, the specific activities that are considered “job training and/or educational program”, including minimum number of hours. (§§98.16(f)(3), 98.20(b))

The Lead Agency defines “attending job training or educational program” for the purposes of eligibility as: Training program is a structured environment for participants who have specific learning objectives, identified skills to be mastered with a beginning and ending date. Educational program is a structured learning environment in which an instructor or teacher leads students through a course of study that includes specific learning objectives, goals, and standards, and leads to a certificate of mastery or completion, a state license, or a diploma or a degree.

☐ No.

### 3.3.4 Eligibility Based Upon Receiving or Needing to Receive Protective Services

- a) Does the Lead Agency provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

- ☒ Yes. If yes, **provide** a definition of “protective services” in Appendix 2. Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☒ Yes.

Definition is in Appendix 2.

☐ No.

☐ No.

b) Does the Lead Agency provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

☒ Yes. (**NOTE:** This means that for CCDF purposes the Lead Agency considers these children to be in protective services.)

☐ No.

### 3.3.5 Additional Conditions for Determining CCDF Eligibility

Has the Lead Agency established any additional eligibility conditions for determining CCDF eligibility? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☐ Yes, and the additional eligibility conditions are: (Terms must be defined in Appendix 2)

☒ No.

### 3.4 Priorities for Serving Children and Families

**3.4.1** At a minimum, CCDF requires Lead Agencies to give priority for child care services to children with special needs, or in families with very low incomes.

**Complete** Table 3.4.1 below regarding eligibility priority rules. For columns (a) through (c), **check** only one box if reply is “Yes”. Leave blank if “No”. **Complete** column (e) only if you check column (d).

**Table 3.4.1 Priorities for Serving Children**

	How does the Lead Agency prioritize the eligibility categories in Column 1?			<b>CHECK ONLY IF APPLICABLE</b>	
	<b>CHECK ONLY ONE</b>				
Eligibility Categories	(a)  Priority over other CCDF-eligible families	(b)  Same priority as other CCDF-eligible families	(c)  Guaranteed subsidy eligibility	(d)  Is there a time limit on the priority or guarantee?	(e)  How long is time limit?
Children with special needs*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low incomes*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families <u>receiving</u> Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Families transitioning from TANF	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 year after TANF
Families at risk of becoming dependent on TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**\* Required**

**3.4.2 Describe** how the Lead Agency prioritizes service for the following CCDF-eligible children: (a) children with special needs, (b) children in families with very low incomes, and (c) other. Terms must be defined in Appendix 2. (658E(c)(3)(B))

The Lead Agency presently serves all eligible children for whom application is made. If the State reduces available funding and initiates a wait list, families will be prioritized for participation in the program with highest priority given to those families in which a single parent is, or both parents are working or attending school, if the Lead Agency has paid child care assistance for full-time student status for less than five years; followed by families in which the parent is seeking work. Within each of the two priority categories, families must be prioritized by income and

family size, so that a family whose income is determined to be lowest on the Lead Agency family income and contribution schedule will receive the highest priority.

The following individuals will not be placed on a wait list, but will immediately receive benefits upon eligibility determination:

- (1) a new child of a participating family
- (2) a child with special needs
- (3) a child with parents who are less than 20 years of age and who are enrolled in a high school completion program
- (4) a child whose parent(s) left a temporary assistance program within the last 12 months because of employment

**3.4.3 Describe** how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

**TANF/ATAP Child Care – Parents Achieving Self-Sufficiency (PASS I)**

The majority of child care funding for families who are receiving Temporary Assistance for Needy Families (known in Alaska as the Alaska Temporary Assistance Program or ATAP) is direct TANF money. However, the state Maintenance of Effort funding is used to match both the TANF and CCDF block grants.

The Lead Agency's Division of Public Assistance (DPA) provides child care assistance for families who are receiving cash benefits from the Alaska Temporary Assistance Program and participating in approved work activities. The Division may not require a person to participate in work activities unless the Division agrees to pay for the child care that is necessary for the person's participation. All ATAP parents in an approved work activity are eligible to have child care assistance paid at 100% of the State child care rate.

The local Public Assistance Field Offices throughout the state administer the PASS I Child Care Assistance Program; DPA or contract case managers work with families to determine the need for child care; parents choose their child care provider, a child care authorization is issued, and payment is made upon receipt of the child care provider billing report. Parents are offered assistance in locating appropriate child care through their case manager and/or the Child Care Resource and Referral Network.

### **Transitional Child Care – PASS II**

Families who leave ATAP may be eligible for PASS II child care assistance for up to 12 months following closure of their case. Parents must be working or participating in training and meet income eligibility to qualify. Families who leave ATAP receive a case closure notice referring them to the grantee who administers the PASS II program for their community. In an effort to avoid disruptions in families' child care assistance, the PASS I program can fund child care for one month following an ATAP case closure and the PASS II program can authorize child care assistance retroactively if necessary.

The Child Care Assistance Program grantees determine eligibility for the PASS II program as well as the PASS III program, as follows.

### **Low Income and Those at Risk of Becoming Dependent on TANF - PASS III**

This program is for low-moderate income families who fall within the parameters of income eligibility and are at risk of becoming dependent upon TANF.

The Lead Agency is working to incorporate all three PASS programs into one data system for more seamless transition for families.

**3.4.4** Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☐ Yes, and the additional priority rules are: **(Terms must be listed and defined in Appendix 2)**

☒ No.

**3.4.5** Does the Lead Agency serve all eligible families that apply?

☒ Yes.

☐ No.

**3.4.6** Does the Lead Agency have a waiting list of eligible families that they are unable to serve?

☐ Yes. If yes, **describe**. At a minimum, the description should indicate:



a) Whether the waiting list is maintained for all eligible families or for certain populations?

b) Whether the waiting list is maintained for the entire State/Territory or for individual localities?

c) What methods are employed to keep the list current?



No.

### **3.5 Sliding Fee Scale for Child Care Services**

**3.5.1** The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (co-payment) to the cost of child care (§98.42).

a) **Attach** the sliding fee scale as **Attachment 3.5.1**.

Families can use a web calculator to estimate their contribution amount at:

<http://hss.state.ak.us/dpa/programs/ccare/calculator/index.cfm>

b) **Describe** how the sliding fee scale is administered, including how the family's contribution is determined and how the co-payment is assessed and collected:

The sliding fee scale is used for PASS II and PASS III child care assistance. It is administered by the Lead Agency through 13 grantees statewide.

The family's contribution is determined by the size and income of their family not by individual child. The maximum amount a family would contribute is based upon 85% of the state medium income of 2002.

The grantee creates an authorization based on the children and their care needs that also includes the family's contribution towards cost of care. That authorization is sent to the family and provider. The family pays their contribution directly to the provider. The provider bills the grantees/lead agency based on the amount of care used or the authorization amount whichever is less.

The provider bills the Lead Agency monthly to be paid for child care based on the type of care and units of care on the Child Care Authorization. The provider bills the parent for their co-pay amount. It is the parent's responsibility to make the co-payment to the provider.

c) The attached sliding fee scale was or will be effective as of  
  
September 1, 2002.

d) Does the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☐ Yes, and **describe** those additional factors:

☒ No.

**3.5.2** Is the sliding fee scale provided as Attachment 3.5.1 used in all parts of the State? (658E(c)(3)(B))

☒ Yes.

☐ No, and other scale(s) and their effective date(s) are provided as **Attachment 3.5.2**.

**3.5.3** The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is:

\$15,120

The Lead Agency must **select ONE** of these options:

☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.

☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. **Describe** these families:

TANF families are not required to pay a co-pay as they are under poverty level (No TANF families pay a co-pay)but still have to pay any difference between the state rate and what the provider charges. The Lead Agency may choose to waive the difference for TANF families on a case by case basis.

**3.5.4** Does the Lead Agency allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

☒ Yes.

☐ No.

**3.5.5 Describe** how the co-payments required by the Lead Agency's sliding fee scale(s) are affordable: (§98.43(b)(3))

In Alaska, copayments are determined by using a percentage of a family's countable income and adjusting it by family size. The percentage of contribution rises as income rises. The Lead Agency's goal is the copayment for low income families not to exceed 10% of the family's countable gross income.

The Family Income and Contribution Schedule, Attachment 3.5.1, was last adjusted in 2002 and uses the 2002 state median income. This schedule indicates that the family contribution amount does not exceed 10% of the family's income until the family's income exceeds 74% of the state median income (or approximately 211% of the 2002 Alaska Poverty Level for a family of three). This schedule, Attachment 3.5.1, reflects an affordable co-pay schedule.

The Lead Agency is currently reviewing the Family Income and Contribution Schedule and may update the schedule.

## **PART 4**

### **PARENTAL RIGHTS AND RESPONSIBILITIES**

#### **4.1 Application Process / Parental Choice**

**4.1.1 Describe** the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §98.16(k), 98.30(a) through (e)). At minimum, describe:

- a) How parents are informed of the availability of child care services under CCDF (i.e., parental choice of child care services through a certificate or grant of contract)

Eligible non-TANF families who need child care services may learn of available options from their Local Child Care Assistance Administrator, the Alaska Child Care Resource and Referral Network or by referral from partner agencies. The Lead Agency also maintains information on its internet website, including a “real time” listing of licensed and approved child care providers. The Alaska Child Care Resource and Referral Network grantee maintains an office in the Anchorage Job Center. The Alaska Child Care Resource and Referral Network as well as Child Care Assistance Program (CCAP) grantees maintain a working relationship with local Job Centers (Alaska’s version of One-Stops) to provide parents access to child care information.

- b) How parents can apply for CCDF services

TANF families are eligible to receive child care assistance during the time they are participating in TANF approved activities. When families transition off TANF, they are sent a letter referring them to the PASS II program and the grantee for their community.

Non-TANF families apply for child care assistance with the CCAP grantee for their area. Applications are available on the website and they may be submitted by mail.

The Lead Agency will be administering the TANF PASS I child care beginning September 1, 2009.

- c) What documentation parents provide as part of their application to determine eligibility

Parents who are TANF recipients do not need to provide documentation for child care eligibility that is in addition to the documentation provided to determine TANF eligibility.

Parents who are not TANF recipients must provide the following required documentation to the Local Administrator for their community to determine their family's eligibility:

Child Care Assistance Application

- Child Support Services Division (CSSD) orders and documents, if applicable
- Government issued photo ID for the parent(s)
- Parent responsibilities form (signed by the applicant(s))
- Tax documentation, if self-employed
- Business license, if self-employed
- Developmental disability documents for child(ren)
- Divorce and custody documents (only the portions relevant to determining the family's eligibility)
- Child(ren)'s birth certificate(s) or other records verifying birth: hospital or immunization records, court documents, PASS I records, etc.
- Proof of citizenship for child, if questionable
- Income verification and documentation (employer verification and/or pay-stubs on which eligibility was determined, including unearned income).
- Supporting education or training documentation

d) How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4

Parents are informed of the exemption from the requirement to participate in work activities due to lack of appropriate child care in their initial interview with their case manager. The PASS I Child Care Assistance Manual provides policy and guidance for case managers when they must determine whether to apply the child care exemption.

e) What steps the Lead Agency has taken to reduce barriers to initial and continuing eligibility for child care subsidies

The Lead Agency promotes and monitors access to child care assistance. Child Care Assistance Program Grantees utilize the following strategies to reduce barriers to eligibility services:

- (1) Providing toll free phone and fax numbers
- (2) Maximizing access and entry by accepting applications via fax and mail
- (3) Providing extended office hours
- (4) Making program applications available at multiple sites throughout the service area
- (5) Not requiring in-person office visits (Conducting interviews via telephone)
- (6) Promoting respectful, helpful and responsive interactions with parents
- (7) Using a language interpretive service when needed

f) **Attach** a copy of your parent application for the child care subsidy program as **Attachment 4.1.1**.

**4.1.2** Is the application process different for families receiving TANF?

☒ Yes, and **describe** how the process is different:

There is no separate application process for TANF families to receive state child care assistance. Families receiving TANF benefits are eligible for child care assistance as long as they continue to be engaged in work or an approved work activity. It's different because TANF families don't fill out child care assistance applications – by virtue of being eligible for TANF and having child care needs covered in their Family Self Sufficiency Plan they receive the supportive service.

☐ No.

**4.1.3** What is the length of eligibility period upon initial authorization of CCDF services?

TANF families receiving child care assistance are eligible as long as they continue to receive TANF benefits and are engaged in work or approved work activities. TANF families are responsible for notifying their case managers when their eligibility factors change. Case managers schedule eligibility reviews with TANF recipients to monitor parent participation and activities.

Non-TANF families continue to receive child care assistance as long as they continue to meet eligibility requirements and their contribution amount does not exceed the maximum allowable cost of care. Authorizations for child care assistance may be made for up to six months when there is a work or training

situation. Parents do not have to report increases in income unless they exceed \$200 per month.

a) Is the initial authorization for eligibility the same for all CCDF eligible families?

- ☐ Yes.
- ☒ No and **describe** any variations that relate to the services provided (e.g., through collaborations with Head Start or pre-kindergarten programs or differences for TANF families): TANF families receive authorizations generally on a month to month basis, with a maximum being 3 months.

For Non-TANF families, if self-employed or having an irregular/seasonal work schedule a three month authorization is created. For all other Non-TANF families, eligibility is re-determined every six months.

**4.1.4 Describe** how the Lead Agency ensures that parents are informed about their ability to choose from among family child care and group home child care, center-based care and in-home care, including faith-based providers in each of these categories.

The Lead Agency's policy manual for staff who determine PASS I eligibility for child care assistance includes a section entitled "Child Care Counseling and Guidance". In this section workers are advised to discuss parental choice and child care options. In addition, the policy manual for PASS II and III eligibility workers includes discussions about parental choice and child care options. In the State's monitoring process, electronic and hard copy family files are reviewed for supporting documentation to ensure that eligibility staff are informing families of child care options., Parent interviews are also conducted (during the monitor). The interviews include a question asking if the case worker discussed child care options.

Providers eligible to participate in the Child Care Assistance Program are:

- Providers who are exempt from licensure and are approved for non-relative care, relative only-care, or in-home care
- Providers who are exempt from licensure and are approved for non-relative care, relative-care, or in-home care who are certified by Tribal Organizations that meet or exceed the standards of the Department
- Child Care Homes, Child Care Group Homes and Child Care Centers that are currently licensed by the Department of Health and Social Services (including grantee Municipality of Anchorage), Department of Defense or the Coast Guard

The eligible facilities mentioned above include faith-based organizations.

Participating families that need assistance in finding child care are given informational brochures and contact information for the R&R Network agency serving their area. The R&R agency maintains a list of providers with their current vacancies to aid the family in their selection. During the referral process the R&R staff member identifies the family's needs and preferences in a child care provider and manipulates the listing to provide the family with options for quality child care.

**4.1.5 Describe** how the Lead Agency reaches out and provides services to eligible families with limited English proficiency, including how the Lead Agency overcomes language barriers with families and providers.

The following is a detailed description of how the State conducts outreach to eligible families with limited English proficiency. If an individual is not able to speak, read, or write English, or the individual requests translation services, the Case Manager or the Local CCAP Administrator makes every effort to arrange for translation services. They may choose to use the following methods:

- Optimal Telephone Interpreters (OTI) available by calling a 1-800 number
- Resources within the community that provide translation services
- Bilingual employees of the agency conducting the outreach
- Friends and family of the applicant or participant

New Policy and Procedure - If a Local Administrator is struggling to understand a parent and the parent declines use of interpreter services, the Local Administrator has been instructed to use an interpreter service to ensure they understand correctly.

Interpreter services are available to grantees free of charge.

## **4.2 Records of Parental Complaints**

**Describe** how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

Complaints against licensed, approved, and in-home providers are referred to the Child Care Program Office responsible for service area of the provider.

Complaints are logged, investigated and documented by the child care licensing staff. All allegations and their determinations become part of the provider's permanent file and are open to the public upon request at the three State regional licensing office locations. The Municipality of Anchorage Child Care



Licensing office posts their licensing inspections and complaints about providers on their web site.

#### **4.3 Unlimited Access to Children in Child Care Settings**

**Provide** a detailed description of the Lead Agency procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

State Child Care Licensing regulations stipulate that parents will have unlimited access to their children at all times. This stipulation is also included in the self-certification packet that all approved providers must sign.

#### **4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care**

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is:

The Department of Health and Social Services, Division of Public Assistance.

- "appropriate child care":

Child care is appropriate when a provider who is willing to take care of the participant's child appears to have the ability to care for children of the same age and development level as the participant's children and is, or is willing to become, an approved or licensed provider.

- "reasonable distance":

Child care is within a reasonable distance when the provider's location is within 30 minutes travel time by public or private transportation from the participant's home or activity site.

- "unsuitability of informal child care":

Informal care is unsuitable if it is not appropriate or is not within a reasonable distance.

- "affordable child care arrangements":

Child care is affordable when the family has PASS I assistance to pay the cost.

## **PART 5**

### **ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE**

#### **5.1 Quality Targeted Funds and Set-Asides**

Federal appropriations law has targeted portions of the CCDF for quality improvement and for services for infants and toddlers, child care resource and referral (CCR&R) and school-age child care. For each targeted fund, provide the following information.

##### **5.1.1 Infants and Toddlers:**

**Note:** For the infant and toddler targeted funds, the Lead Agency must **provide** the maximum age of a child who may be served with such targeted funds (not to exceed 36 months).

- a) **Describe** the activities provided with these targeted funds

Activities performed by the Alaska Child Care Resource and Referral Network around care for infants and toddlers up to 36 months of age include, but are not limited to the following:

- Recruit and retain qualified infant/toddler providers
- Educate, engage and support parents in advocating for quality care for their infants and toddlers
- Educate and engage business and community partners to support working parents, particularly families with infants and toddlers
- Provide specialized training to increase the ability of programs to offer safe, healthy care that meets the developmental needs of infants and toddlers
- Utilize environmental assessments such as the Family Child Care Environmental Rating Scale and the Infant /Toddler Environmental Rating Scale
- Follow-up on environmental assessments with consultations and grants to make quality improvements which were identified through the assessment process
- Provide on-site consultations, training, Child Development Associate (CDA) advising and travel grants for rural child care providers
- Utilize existing resources including: the Alaska Early Learning Guidelines, Zero to Three, National Association for the Education of Young Children (NAEYC) and Strengthening Families to promote increased knowledge of infant and toddler care

The Child Care Program Office is currently looking into other uses of these targeted dollars to further impact and to increase the capacity and quality for infant and toddler care statewide.

b) **Identify** the entities providing the activities

The Lead Agency grants with the not-for-profit Alaska Child Care Resource and Referral Network (CCR&R) to manage the Infant/Toddler targeted funds.

The agency is evaluating taking a more proactive role identifying activities and who will provide them.

c) **Describe** the expected results of the activities.

The expected results are:

- increased quantity and quality of infant/toddler care
- Increased family knowledge of the characteristics of high quality care for infants and toddlers
- Increased community support for working families with young children

### **5.1.2 Resource and Referral Services:**

a) **Describe** the activities provided with these targeted funds

The Alaska CCR&R Network is funded to provide (but not limited to) the following services for families and child care providers:

#### **Families**

- Provide comprehensive consumer education to assist families in identifying, accessing, and selecting quality child care to include:
  - Characteristics of high-quality child care
  - Information on child development
  - Available community resources
- Establish and maintain a statewide child care referral system using the NACCRRAware database for families and communities/areas with a population of 10,000 or more (currently includes Anchorage, Fairbanks, Juneau, Ketchikan, Matanuska-Susitna Valley, and the Kenai/Soldotna/Sterling area). Support appropriate referral systems in smaller communities.

- Provide referrals free of charge to families participating in the State Child Care Assistance Program (CCAP)
- Provide information about resources available to assist families in paying for child care such as the State of Alaska Child Care Assistance, Head Start, Tribal and Alaska IN!
- Provide enhanced referrals for children with special needs
- Establish eligibility and supplemental rates for children with special needs who participate in the State CCAP and assist families to determine the child care accommodations needed for their children
- Provide access to CCR&R services through multiple channels
- Publicize CCR&R services throughout the state
- Solicit and incorporate input from families served
- Maintain current contact information for family service agencies
- Provide referrals for families to other service agencies as appropriate

#### **Child Care Providers**

- Provide training for child care providers statewide and ensure training relates to CDA, System for Early Education Development (SEED) and licensing requirements
- Incorporate the Alaska Early Learning Guidelines and Strengthening Families concepts into all appropriate training
- Recruit individuals interested in becoming child care providers, especially for infant care, care of children with special needs, and care during non-traditional work hours
- Provide information about becoming a licensed child care provider; include other types of state-approved, legally exempt providers and in-home child care requirements
- Maintain resource libraries for access by child care providers and pursue avenues for making library resources available statewide
- Provide financial reimbursements for training year-round based on eligibility, applicable training, previous reimbursements and available funds
- Use Individual Travel grants for child care providers residing in rural areas to attend applicable training
- Provide on-site consultations and use environmental rating scales as appropriate
- Ensure Provider Training Plans are established for the care of children with special needs participating in Alaska IN!
- Use targeted funds to improve the quantity and quality of infant/toddler and school-age child care
- Provide opportunities for child care providers throughout the state to give input into planning for CCR&R services
- Encourage and support local child care provider networks

- Provide outreach to communities statewide about training opportunities
- Assist providers in their process to obtain national accreditation
- Maintain current contact information for family service agencies
- Participate in state, regional and local child care planning and policy-making groups

b) **Identify** the entities providing the activities

Child Care Connection is the grantee of the Lead Agency designated to provide child care resource and referrals statewide.

Alaska had three CCR&R grantees until July 1, 2008, when Child Care Connection was awarded the CCR&R grant statewide. They sub-contracted with the Association for the Education of Young Children - Southeast Alaska (AEYC-SEA) in Juneau to provide CCR&R services in southeast Alaska and Play N Learn (PNL) in Fairbanks to provide CCR&R services to northern and interior Alaska forming the Alaska Child Care Resource and Referral Network. The network also receives funding to maintain and support outreach workers in smaller communities with populations of 5000 or more. Current communities include Sitka, Kodiak, Matanuska-Susitna Valley, Kenai/Soldotna/Sterling area and the Ketchikan Gateway Borough.

The three CCR&R grantees had achieved Quality Assurance through the National Association of Child Care Resource & Referral Agencies (NACCRRA). The current Alaska CCR&R Network is in the process of working on their Quality Assurance (QA) through NACCRRA. This new QA process has been enhanced and expanded to include best practices in Core Competencies, Parent Services, Provider Services and Business/Community Services.

c) **Describe** the expected results of the activities.

The expected results are:

- Increased family knowledge of the characteristics of high-quality child care
- Increased strength of the early care and education infrastructure
- Increased quantity and quality of services available
- Increased opportunities for child care provider professional development
- Increased linkages with community organizations

### **5.1.3 School-Age Child Care:**

- a) **Describe** the activities provided with these targeted funds

Activities performed by the Alaska Child Care Resource and Referral Network around care for school-age children include, but is not limited to the following:

- Provide specialized training to increase the ability of programs to offer safe and healthy care that meets the needs of school-age children
- Provide on-site consultations and provide training related to the School Age Child Care Environmental Rating Scale and the Family Child Care Environmental Rating Scale
- Provide on-site training to cover CDA competency areas
- Provide on-site consultations, training, CDA advising and travel grants for rural providers
- Support the school-age certificate offered by the University of Alaska for caregivers and administrators
- Provide consultation, training and grants to achieve quality improvement goals
- Conduct needs assessments and planning for school-age child care
- Develop an e-learning distance module for school-age child care

- b) **Identify** the entities providing the activities

The Alaska Child Care Resource and Referral Network provides the activities statewide.

- c) **Describe** the expected results of the activities.

The expected results are:

- Increased quantity and quality of school-age care
- Increased family knowledge of the characteristics of high quality care for school-age children
- Increased community support for working families needing care for their school-aged children

**5.1.4** The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities

PLAN FOR CCDF SERVICES IN: STATE OF ALASKA  
FOR THE PERIOD 10/1/09 – 9/30/11

(not including targeted funds) during the 1-year period: October 1, 2009 through September 30, 2010:

\$7,800,000 (29 %)

**5.1.5 Check** each activity in Table 5.1.5 that the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the targeted funds for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h)). **CHECK ALL THAT APPLY.**

**Table 5.1.5 Activities to Improve the Availability and Quality of Child Care**

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if non-governmental entity
Comprehensive consumer education	<input checked="" type="checkbox"/>	Alaska Child Care Resource and Referral Network	<input checked="" type="checkbox"/>
Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>	Alaska Child Care Resource and Referral Network	<input checked="" type="checkbox"/>
“	<input checked="" type="checkbox"/>	Child Care Program Office, Child Care Grant	<input type="checkbox"/>
Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	Child Care Program Office, Municipality of Anchorage	<input type="checkbox"/>
Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>	Alaska Child Care Resource and Referral Network	<input checked="" type="checkbox"/>
Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>	Child Care Program Office, Alaska Child Care Resource and Referral Network	<input checked="" type="checkbox"/> CCR&R
Activities to support a Quality Rating System	<input checked="" type="checkbox"/>	Child Care Program Office, Alaska Child Care Resource and Referral Network	<input checked="" type="checkbox"/> CCR&R
Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>	Child Care Program Office, Alaska Child Care Resource and Referral Network	<input checked="" type="checkbox"/> CCR&R



PLAN FOR CCDF SERVICES IN: STATE OF ALASKA  
FOR THE PERIOD 10/1/09 – 9/30/11

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if non-governmental entity
Activities to promote inclusive child care	<input checked="" type="checkbox"/>	Child Care Program Office, Alaska Child Care Resource and Referral Network	<input checked="" type="checkbox"/> CCR&R
Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	<input checked="" type="checkbox"/>	Child Care Program Office, Alaska Child Care Resource and Referral Network	<input checked="" type="checkbox"/> CCR&R
Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2))	<input checked="" type="checkbox"/>	Alaska Child Care Resource and Referral Network	<input checked="" type="checkbox"/>
“	<input checked="" type="checkbox"/>	Child Care Program Office, Municipality of Anchorage	<input type="checkbox"/>

**5.1.6** For each activity checked in Table 5.1.5, a) **describe** the expected results of the activity. b) If you have conducted an evaluation of this activity, **describe the results**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.

### Comprehensive Consumer Education

- **Activities**

- CCR&R staff distribute brochures about quality child care and selecting quality child care
- CCR&R staff talk with parents seeking child care about quality child care and selecting quality child care
- CCR&R Network includes quality child care and selecting quality child care on their website
- The CCR&R Network has used radio Public Service Announcements to advertise quality child care

- **Results**

- Increased parental knowledge and awareness of quality child care and child care choices
- Improved parental advocacy for children in care
- Improved quality of child care

- **Evaluation**

- The CCR&R Network submits quarterly narratives detailing numbers of parents seeking child care and number of times their website has been accessed by someone seeking child care.

### **Grants or Loans to Providers to Assist in Meeting State and Local Standards**

- **Activities**

- The CCR&R Network provides grants to prospective providers who are in the child care licensing process
- The Lead Agency administers the Child Care Grant program in which monthly grants are available for licensed providers who care for children receiving state child care assistance which may be used to maintain licensing standards, add quality to their program and pursue accreditation

- **Results**

- Increased interest in becoming a licensed provider
- Increased provider retention
- Improved economic status of child care providers

- **Evaluation**

- CCR&R quarterly narratives detailing their grants
- Monthly requests for Child Care Grant funds (reimbursement is based on the monthly overall average daily attendance) stating how the money was spent

### **Monitoring Compliance with Licensing and Regulatory Requirements**

- **Activities**

- State of Alaska and Municipality of Anchorage (grantee) licensors make on-site visits to licensed child care providers at least once annually and as needed
- State and Municipality of Anchorage (grantee) licensors maintain electronic and hard files to assure all requirements have been met through on-site visits and other regular contact with child care providers
- State of Alaska and Municipality of Anchorage (grantee) licensors participate in ongoing training for licensing, health and safety checks.

- **Results**

- Increased accountability
- Improved health and safety of child care environments
- Increased provider understanding of, and the need for regulations
- Improved quality of child care

- **Evaluation**

- Integrated Child Care Information System completion of licensing health and safety inspections and compliance plans.

### **Professional Development, Including Training, Education, Technical Assistance**

- **Activities**

- CCR&R staff provide classroom and on-site training related to the CDA, System for Early Education Development (SEED), child care licensing incorporating concepts from Strengthening Families and the Early Learning Guidelines
- CCR&R staff provide consultations and technical assistance for child care providers.
- CCR&R staff request all training participants turn in a written evaluation at each training.
- The Lead Agency and the CCR&R Network collaborate with other early childhood programs to maintain the statewide SEED Registry based on the SEED Professional Framework.
- The Lead Agency and the CCR&R Network participate in planning meetings to enhance early childhood education professional development and systems including the statewide professional development planning committee, SEED Council, Best Beginnings, Quality Rating and Improvement System (QRIS), and Alaska Association for the Education of Young Children (AK-AEYC).

- **Results**

- Increased interest in, and completion of the CDA credential
- More ECE professional development opportunities offered throughout the State of Alaska
- Increased on-site consultation for child care programs
- Articulated career ladder (Professional Development Framework) in ECE
- Increased number of caregivers register to be placed on the SEED Registry
- Increased collaboration with agencies/programs around early care and education

- **Evaluation**

- CCR&R Network quarterly training calendar
- CCR&R Network Quarterly Training Spreadsheet listing with trainings, number of participants in attendance and attendance hours
- CCR&R quarterly narrative with numbers of consultations
- CCR&R SEED registry with names and levels of education and training

## **Improving Salaries and Other Compensation for Child Care Providers**

- **Activities**
  - The Lead Agency administers the Child Care Grant program in which monthly grants are available to licensed providers who care for children receiving state child care assistance and funds may be used for wages and benefits
  - The CCR&R Network sponsors a Worthy Wages Day each spring where they highlight the early care and education field along with providing information to community members about the importance of quality child care
- **Results**
  - Reduced child to staff ratios in child care
  - Increased staff retention
  - Improved status of child care providers
- **Evaluation**
  - CCPO number of licensed providers receiving the Child Care Grant

## **Activities to Support a Quality Rating System**

- **Activities**
  - The CCR&R Staff provide information on quality child care and the selection of quality child care
  - The CCR&R Network may provide financial assistance to support provider professional development and program quality initiatives
  - CCR&R staff provide classroom and on-site training related to the CDA, System for Early Education Development (SEED), child care licensing incorporating concepts from Strengthening Families and the Early Learning Guidelines
  - CCR&R staff provide consultations and technical assistance to child care providers
  - The CCR&R staff work with environmental rating systems and many have received training in interrater reliability
  - State of Alaska and Municipality of Anchorage (grantee) licensors work with providers to become licensed
  - The Lead Agency and the CCR&R Network has participated in the development of a Quality Rating Information System with other program/agencies in the early care and education field
- **Results**
  - Increased quality of child care
  - Increased recognition of quality facilities
  - Increased status of child care providers
  - Increased economic status of child care providers
- **Evaluation**

- Evaluation will occur after the Quality Rating Improvement System has been implemented.

### **Activities in Support Of Early Language, Literacy, Pre-Reading and Early Math Concepts Development**

- **Activities**

- The Lead Agency in conjunction with the Department of Education and Early Development supported the development of the Early Learning Guidelines for Alaska and Lead Agency staff participated on the committee which developed the Guidelines.
- The Early Learning Guidelines were used as a core document for the development of the statewide Kindergarten Developmental Profile and a resource document to assist in the review, selection, and development of appropriate assessments of young children.
- The Lead Agency in conjunction with the Department of Education and Early Development and Best Beginnings supported the development of the following activity guide booklets which are based on the Early Learning Guidelines: Early Learning Activities for Infants, Early Learning Activities for Toddlers, Early Learning Activities for Preschoolers all in English and Spanish.
- The CCR&R Network provides training, training reimbursements and travel expenses for child care providers to access training related to all areas of early care and education which incorporate the Early Learning Guidelines.
- CCR&R staff provide consultations and technical assistance to child care providers
- CCR&R staff distribute training calendars, newsletters, and training materials to providers as well as maintaining on-site libraries where providers may check out children's and early childhood development books and other materials.

- **Results**

- Improved provider knowledge and skills in promoting concept development in children
- Consistent expectations for children across all environments
- Improved Kindergarten Developmental Profile outcomes for children

- **Evaluation**

- The Acting Child Care Administrator serves on the Evaluation Committee with the Department of Education and Early Development which is working on the plan for assessing the effectiveness and implementation of the guidelines.
- Evaluation will occur when providers become quality rated in the Quality Rating Improvement System.
- The CCR&R Network submits quarterly narratives detailing training.

### **Activities to Promote Inclusive Child Care**

- **Activities**

- The Lead Agency supports Alaska IN! – a program to provide enhanced child care referrals for all families and supplemental funding for eligible children with diagnosed special needs receiving state child care assistance.
- The CCR&R Network works with parents and providers to ascertain accommodation needs, determine supplement rate which is for additional costs of providing care, facilitate Provider Training Plan and monitor cases.
- The CCR&R Network provides training or training reimbursements to providers to access inclusive child care practices or specific training related a child's special needs.
- CCR&R Staff provide consultations, technical assistance which may be on-site.
- The CCR&R Network hires staff who are knowledgeable about young children's special needs.

- **Results**

- More child care providers are willing to care for children with special needs
- Increased child care provider knowledge and skills in caring for children with special needs
- Children with special needs have access to quality care

- **Evaluation**

- CCR&R quarterly narratives, training spreadsheet and Alaska IN! spreadsheet detailing number of child care providers caring for children with special needs, number of child care providers participating in training from the CCR&R Network and other sources, number of children with special needs receiving referrals from the CCR&R Network, number of parents reporting finding care for their child(ren) with special needs and number of children receiving Alaska IN! supplemental funds.
- Reports from the Integrated Child Care Information System at the Lead Agency.

### **Healthy Child Care America and Other Health Activities Including those Designed to Promote the Social and Emotional Development of Children**

- **Activities**

- Lead Agency Division members who work to meet children's needs meet regularly to coordinate systems.
- Lead Agency sponsors an Early Childhood Mental Health Institute and a Lead Agency staff person attended in May 2009.
- A Lead Agency staff person has been attending meetings around writing bylaws to establish a statewide "Early Childhood Mental Health Association."

- The CCR&R Network has collaborated with Healthy Child Care America by providing on-site mental health consultations for early care and education programs.
- The CCR&R Network is collaborating to access resources from the Anchorage Mental Health to provide free on-site early childhood mental health consultations for programs in the Municipality of Anchorage.
- CCR&R Staff provide training, consultation, and technical assistance which may be on-site.
- **Results:**
  - Increased children's access to mental health consultants by child care providers
  - Increased behavior management skills and strategies by child care providers
  - Improved support for children with difficult behaviors
  - Improved support for families of children with difficult behaviors
  - Increased collaboration amongst Divisions in the Lead Agency
  - Increased collaboration between staff in early care and education programs and mental health programs
  - Reduced movement of children between child care providers
- **Evaluation**
  - Number of children receiving mental health consultations.
  - Amount of collaboration between early care and education personnel and mental health programs statewide
  - Alaska IN! Parent Satisfaction Surveys

### **Other Activities that Increase Parental Choice and Improve the Quality and Availability of Child Care**

- **Activities**
  - The Lead Agency has developed a Quality Rating Improvement System in collaboration with other agencies/programs.
  - The Lead Agency has coordinated with other agencies to include state, local governments, tribes, grantees, non-profits and early care and education agencies/programs statewide to coordinate efforts; enhance communication and fund or provide services to families with young children.
  - State of Alaska and Municipality of Anchorage (grantee) Licensors are scheduled to participate in a three-day training on child care licensing investigations in October 2009.
- **Results:**
  - Better informed parents
  - Increased provider skills and knowledge of providers
  - Increased quality of care that caregivers provide
  - Increased community awareness and support for child care

- **Evaluation**

- Evaluation will occur after the Quality Rating Improvement System has been implemented.
- Coordination of activities is evaluated by non-duplication of services, availability and accessibility of services, and input from other agencies.
- Knowledge gained by licensors after investigation training.

## **5.2 Early Learning Guidelines and Professional Development Plans**

**5.2.1 Status of Voluntary Early Learning Guidelines.** Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three-to-five year-olds.

**NOTE: Check only one box that best describes the status of your State/Territory's three-to-five-year-old guidelines.**

- ☐ **Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: \_\_\_\_\_. If possible, respond to questions 5.2.2 through 5.2.4.
- ☐ **Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: \_\_\_\_\_. If possible, respond to questions 5.2.2 through 5.2.4.
- ☐ **Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as **Attachment 5.2.1, if available**.
- ☒ **Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1**.
- ☐ **Revising.** The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1**.
- ☐ **Other. Describe:**

a) **Describe** the progress made by the State/Territory in developing, implementing, or revising early learning guidelines for early learning since the date of submission of the 2008-2009 State Plan. Efforts to develop early learning guidelines for children birth to three or older than five may be described here.

The Lead agency has a supportive role related to the Early Learning Guidelines. The Department of Education and Early Development maintains the responsibility for implementing and evaluating. The Lead Agency State Child Care Administrator served on the Early Learning



Guidelines Committee and the Acting State Child Care Administrator serves on the Evaluation Committee.

The Early Learning Guidelines for Alaska encompass ages birth through kindergarten entry across five domains.

Since submission of the CCDF Plan for FY2008-2009, the guidelines have been published and distributed to persons and groups working with young children and their families throughout the state. A Training Manual was developed and used to conduct train-the-trainers workshops beginning in July 2007.

The Early Learning Guidelines are being incorporated into the University of Alaska System's early childhood education curriculum; CCR&R training for child care providers incorporates the Early Learning Guidelines. Alaska's Professional Development Plan was recently developed and the Early Learning Guidelines were reviewed as a foundation for the Core Knowledge and Core competency element of the Plan. Alaska's pilot Pre-Kindergarten Program beginning in the fall of 2009 will also require using the Early Learning Guidelines.

The Early Learning Guidelines were used as a core document for the development of the statewide Kindergarten Developmental Profile and a resource document to assist in the review, selection, and development of appropriate assessments of young children.

A revised valid and reliable developmental profile has been created based on specific goals of the Early Learning Guidelines. The profile was piloted this year with several school districts and it will implemented in all Alaska school districts beginning with the 2009-2010 school year.

b) If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

☒ Yes. If Yes, **identify standards.**

The Early Learning Guidelines were created to align with kindergarten through grade 2 expectations of the K-12 system. (The K-2 grade level expectations are aligned with grades 3 through 12 expectations.) The Early Learning Guidelines and the K-2 grade level expectations were created through the same process at the same time in the same place with communication and interaction between the groups working on the different levels. Alignment will continue be reviewed and revised as needed.

☐ No.

c) If developed, are the guidelines aligned with early childhood curricula?

☐ Yes. If yes, **describe:**

☒ No.

The guidelines are not intended to align with curricula. They are designed to assist in the selection of curricula or the basis for curriculum development and for the professional development of people who work with young children. Curricula should meet the guidelines – not vice versa.

d) Have guidelines been developed for children in the following age groups:

☐ Birth to three. Guidelines are included as **Attachment 5.2.1**

☒ Birth to five. Guidelines are included as **Attachment 5.2.1**

☐ Five years or older. Guidelines are included as **Attachment 5.2.1**

If any of your guidelines are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

[www.hss.state.ak.us/dpa/programs/ccare/providers.htm](http://www.hss.state.ak.us/dpa/programs/ccare/providers.htm)

**5.2.2 Domains of Voluntary Early Learning Guidelines.** Do the guidelines for three-to-five-year-olds address language, literacy, pre-reading, and early math concepts?

☒ Yes.

☐ No.

a) Do the guidelines for children three-to-five-year-olds address other domains such as social/emotional, cognitive, physical, health, or creative arts?

☒ Yes. If yes, **describe.**

The Domains are:

- Physical Well-Being, Health, and Motor Development
- Social and Emotional Development

- Approaches to Learning
- Cognition and General Knowledge
- Communication, Language, and Literacy

☐ No.

### 5.2.3 Implementation of Voluntary Early Learning Guidelines.

a) **Indicate** which strategies the State used, or expects to use, in implementing its early learning guidelines.

- ☒ Disseminating materials to practitioners and families
- ☒ Developing training curricula
- ☒ Partnering with other training entities to deliver training
- ☒ Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- ☐ Other. **Describe:**

b) **Indicate** which stakeholders are, or are expected to, actively support(ing) the implementation of early learning guidelines:

**Check all that apply:**

- ☒ Publicly funded (or subsidized) child care
- ☒ Head Start
- ☒ Education/Public pre-k
- ☒ Early Intervention
- ☒ Child Care Resource and Referral
- ☒ Higher Education
- ☐ Parent Associations
- ☒ Other. **Describe:**

Alaska's Pilot Pre-Kindergarten Program beginning in the fall of 2009.

c) **Indicate** the programs that mandate or require the use of early learning guidelines

- ☐ Publicly funded (or subsidized) child care
- ☐ Head Start
- ☐ Education/Public pre-k
- ☐ Early Intervention
- ☒ Child Care Resource and Referral
- ☐ Higher Education
- ☐ Parent Associations

☒ Other. **Describe:**

Alaska's Pilot Pre-Kindergarten Program beginning in the fall of 2009 will require use of the guidelines.

The grant for the Alaska CCR&R Network requires that the training content for providers is consistent throughout the State and relates to Licensing requirements, the Child Development Associate credential, the System for Early Education Development and incorporates the Early Learning Guidelines and concepts from Strengthening Families into training.

d) **Describe** how cultural, linguistic and individual variations are (or will be) acknowledged in implementation.

Acknowledging the cultural, linguistic and individual variations of users was an overarching principle in the development of The Early Learning Guidelines.

To further accommodate variations or individual preferences, the Early Learning Guidelines book has lines and spaces for each goal area for people to add their own strategies that may be more appropriate to their culture or preference. Workshops continue to be held around the state that will guide individuals in the use of the Early Learning Guidelines. These workshops acknowledge cultural, linguistic and individual variations and will be modified for specific audiences

An Early Learning Guidelines activity book for parents and early care and education providers has been developed. This activity book was initially printed in English. The English version was used as the core for developing the Spanish version. The Spanish version has been published and the English version will be published in June 2009. The next language will be Yupik with publishing set for fall of 2009. The activity book will be published in other languages as the need is identified and as resources permit.

For the pilot pre-kindergarten program, the Early Learning Guidelines and follow-up documents based on them were presented and discussed at the 2009 Bilingual Multicultural Education Equity Conference. Department of Education and Early Development staff met with local providers and elders to discuss what they would like to see incorporated in a pilot pre-kindergarten program in their communities.

- e) Describe how the diversity of child care settings is (or will be) acknowledged in implementation.

The diversity of child care settings are primarily acknowledged by focusing trainings on the Early Learning Guidelines to specific audiences such as family child care, center care, and home care by parents. The activities books are designed for use in all settings using common objects and routine activities.

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3**. If these are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

Community Workshop Training Manual – ELG – Heart of Our Community  
Early Guidelines Activity Book in Spanish

**5.2.4 Assessment of Voluntary Early Learning Guidelines.** As applicable, **describe** the State's plan for:

- a) Validating the content of the early learning guidelines

The Alaska Early Learning Guidelines Committee reviewed other states' early learning guidelines and selected Washington State's as a resource to use as a foundation for Alaska's guidelines. Washington State standards were developed by leaders in the field of early childhood education and were informed by "extensive reviews of the latest research on early childhood development; international, national, and state level early learning standards documents; reports by federal agencies; guidelines issued by professional organizations; and quality child development texts written by leaders in the field."

Throughout the process of adapting the Washington standards for Alaska, the Early Learning Guidelines Committee received extensive feedback from Alaskan parents and early childhood professionals. The committee changed indicators and strategies in the Washington document to meet Alaska's multicultural and linguistic diversity, but in general, did not change the goals. Washington's standards were chosen because of their research base and early childhood expertise.

The content was individualized to meet Alaska's needs. Validation of the content will be confirmed through Alaska's evaluation activities.

- b) Assessing the effectiveness and/or implementation of the guidelines

The Early Learning Guidelines evaluation committee is working on the plan for assessing the effectiveness and implementation of the guidelines. The committee is using the NCCIC framework to finalize the evaluation plan for Alaska.

At this time, evaluation activities include gathering and compiling information based on training sessions and outreach to communities.

Department of Education and Early Development staff have met with individual committee members and meet frequently with the committee chairperson.

c) Assessing the progress of children using measures aligned with the guidelines

The Department of Education and Early Development revised its Kindergarten Developmental Profile to align with the Early Learning Guidelines. This profile is used for all children upon kindergarten entry and first grade if children are new to Alaska schools.

Assessments will continue to be reviewed and updated based on the Guidelines while continuing to work towards assisting in the development of appropriate assessments for young children.

d) Aligning the guidelines with accountability initiatives

Discussions have begun on accountability initiatives. The Alaska Pre-Kindergarten Program requires the use of the Early Learning Guidelines, data collection across the domain areas of the Guidelines including but not limited to the use of pre and post nationally normed screenings/assessments and the revised Kindergarten Developmental Profile. Data received from the Kindergarten Developmental Profile will be used to further guide accountability discussions and initiatives.

Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, **provide** the appropriate Web site address (reports must still be attached to Plan):

A written report is not available at this time.

**5.2.5 Plans for Professional Development.** **Indicate** which of the following best describes the current status of the Lead Agency's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors:

child care, Head Start, and public education. **NOTE: Check ONLY ONE box that best describes the status of your State's professional development plan.**

- ☐ **Planning.** Are steps underway to develop a plan?
- ☐ Yes, and **describe** the entities involved in the planning process, the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ No.
- ☐ **Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5**, if applicable.
- ☒ **Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5**, if applicable.
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5**.
- ☐ **Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 08-09 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5**.
- ☐ **Other. Describe:**

**a) Describe** the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2008-2009 State Plan.

Prior to the development of the Alaska's Professional Development Plan, entities had plans that included professional development for the early care and education workforce. The need to develop a statewide professional development plan was recommended by the Lead Agency to the SEED Council (comprised of early childhood experts such as representatives from the University System, Early Intervention Programs, the Child Care Resource and Referral Network, Head Start, the Early Childhood Comprehensive Systems effort, Best Beginnings, child protection, workforce development, teacher certification and stakeholders throughout the state) in the fall of 2007. Endorsed by the SEED Council, early childhood representatives from every aspect of the early childhood field in Alaska and other stakeholders worked together to develop a plan. The comprehensive statewide Professional Development Plan was published in June 2008.

This plan (or parts of the plan) is intended for use by multiple sectors who provide care, educate, and advocate for young children including:

- The early care and education workforce (child care, Head Start, pre-kindergarten, early intervention and home visitor programs)
- Some school-age care and family, friend and neighbor care
- Community groups, parents, volunteers, religious organizations
- Policy makers and administrators

b) If developed, does the plan include (**Check EITHER yes or no for each item**):

	Yes	No
Specific goals or desired outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A link to Early Learning Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Continuum of training and education to form a career path	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Articulation from one type of training to the next	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners' training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State Credentials – Please state for which roles (e.g. infant and toddler credential, directors' credential, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

c) For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.

### **Specific Goals or Desired Outcomes**

Alaska's Professional Development Plan contains five Key Elements. Each Key Element is comprised of an Action Plan with an overall goal and objectives with action steps to meet the objectives and goal. Key Elements and their Action Plans are located as follows:

- Core Knowledge (pages 8-17)
  - Action Plan (page 12)
- Access & Outreach (page 18-23)
  - Action Plan (pages 22-23)
- Qualifications, Credentials & Pathways (page 24- 33)
  - Action Plan (pages 28-29)
- Quality Assurance (page 34-38)
  - Action Plan (pages 37-38)
- Funding (page 39-44)
  - Action Plan (pages 43-44)



### **A Link to the Early Learning Guidelines**

Links to the Early Learning Guidelines are included in the Introduction (pages 2-3), Key Element 1: Core Knowledge (pages 9-11), Key element II: Access & Outreach Action Plan (page 26) and Key Element IV: Quality Assurance (page 37). Broadly defined, The Early Learning Guidelines are a set of statements that reflect expectations for children's knowledge and behavior. Alaska's Professional Development Plan states these are the concepts that adults who work with young children need to know and understand to facilitate children's learning and development.

Career paths are addressed in Key Element II: Access and Outreach (pages 22-23). All professional development is related to and identified with each career pathway level. A copy of the Registry Framework & Career Ladder (from entry level to PHD level) is located in Key Element III: Qualifications, Credentials & Pathways (page 30-31). This professional development framework advises of needed training and education to increase professional development (qualifications, degrees and credentials). Early care and education practitioners may document education/training with the SEED Registry and receive a SEED Registry Professional Development Framework certificate at each level.

### **Articulation from one Type of Training to the Next**

Multiple training delivery methods at all levels on the Career Pathway are addressed in Key Element II: Access and Outreach (page 23). Described are types of training delivery, training sources and settings for training opportunities (state, region, community, rural). The career framework is also addressed in Key Element III: Qualifications, Credentials & Pathways (pages 28-29) regarding the registry framework and other earning experiences.

### **Quality Assurance through Approval of Trainers**

Quality assurance of trainers is addressed in Key Element IV: Quality Assurance (pages 35, 37). The trainer approval process includes sets of standards and qualifications for those who offer training, or registries that track trainer qualifications and standards they have met. A trainer would need to complete this formalized process to become a "SEED Approved" trainer.

### **Quality Assurance through Approval of Training Content**

Quality assurance for training content is addressed in Key Element IV: Quality Assurance (pages 35, 37). The training content approval process includes sets of standards that trainings must meet, usually linked to core knowledge and principles of adult learning. Approved training will be linked with the Early Learning Guidelines.

### **A System to Track Practitioners' Training**

A system to track practitioners' training is addressed in Key Element III: Qualifications, Credentials & Pathways (page 28). The Alaska SEED Registry is in place. Early care and education practitioners may register with SEED and receive a SEED Registry Professional Development Framework certificate at each level. Levels are addressed in the Registry Framework & Career Ladder (page 30-31).

### **Assessment or Evaluation of Training Effectiveness**

The evaluation process is located in Key Element IV: Quality Assurance. Evaluation will include: creating a self-evaluation for trainers, developing a process for collecting anecdotal trends noted in participant evaluations and evaluating past training for linkages to Core Knowledge and Early Learning Guidelines (page 38).

### **Specialized Strategies to Reach Family, Friend and Neighbor Caregivers**

Strategies to reach family, friend and neighbor caregivers is located in Key Element II: Access & Outreach. It calls for exploring initiative for outreach to Friend and Neighbor Care (page 23).

c) For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

At this time, there are no state credentials; however, the University of Alaska Anchorage offers a school age certificate.

e) Are the professional development opportunities described in the plan available:

**Note: Check either yes or no for each ite**

	<b>Yes</b>	<b>No</b>
Statewide	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Group Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Family Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other ( <b>describe</b> ): Alaska's Professional Development Plan is posted on the Lead Agency website and the SEED website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- f) **Describe** how the plan addresses early language, literacy, pre-reading, and early math concepts development.

Alaska's Professional Development Plan links to Alaska's Early Learning Guidelines which are sensitive to Alaska's very diverse populations. An objective was to identify content areas for core knowledge. Steps to meet this objective were to:

- Review documents to assist in making recommendations for domains and levels to be included in core knowledge and competencies
- Develop guidelines for developing core knowledge content areas and competencies
- Identify writing teams to develop core knowledge content and competencies

Working with young children encompasses a diversity of learning and teaching styles including language. Developing this framework reflected the diversity of the State.

- g) Are program or provider-level incentives offered to encourage provider training and education?

- ☒ Yes. **Describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.

Providers are encouraged to participate in ongoing education and training as there is a direct relationship between a provider's level of education and training and the quality of their working with the children, especially on the effect on children's language, development, social skills and learning.

The Alaska Child Care Resource and Referral Network offers training at a nominal fee. Training relates to Alaska's Early Learning Guidelines. They also provide reimbursements for training such as conferences, University classes, and community trainings. Travel grants are also available to assist rural child care providers to attend training in larger communities.

- ☐ No. **Describe** any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?

h) As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?

- ☐ Yes. **Describe** how the professional development plan's effectiveness/goal is assessed.
- ☒ No. **Describe** any plans to include assessments of the professional development plan's effectiveness/goal achievement.

### **Assessment or Evaluation of Training Effectiveness**

The goal is to develop evaluation processes for Quality Assurance components. Evaluation will include:

- creating a self-evaluation for trainers to determine the success of adult learning course on trainer's ongoing practice
- developing a process for collecting anecdotal trends noted in participant evaluations following training experiences to help evaluate training effectiveness
- annually evaluating past training for linkages to Core Knowledge and Early Learning Guidelines.

i) Does the State assess the effectiveness of specific professional development initiatives or components?

- ☐ Yes. **Describe** how specific professional development initiatives or components' effectiveness is assessed.
- ☒ No. **Describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

Lead agency staff and other State staff participated in committee meetings with other entities involved with early care and education to develop Alaska's Professional Development Plan. A component of the Plan is Quality Assurance with an Action Plan which outlines the objectives with action steps; one objective addresses this area. There is no plan in place at this time for the State to assess the effectiveness.

j) As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

☐ Yes. **Describe** how assessment informs the professional development plan.

☒ No. **Describe** any plans to include assessment to inform the professional development plan.

There is no plan at this time; however, it will be a future consideration.

## **PART 6**

### **HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS**

*(Only the 50 States and the District of Columbia complete Part 6.)*

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. **Note: This database typically contains information on licensing requirements for meeting State or local law to operate (§98.40). This database does not contain registration or certification requirements specific only to participation in the CCDF program.**

In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements.

The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

CCDF regulations (§98.2) define the following categories of care:

- **Center-based child care provider:** Provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.
- **Group home child care provider:** Two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.
- **Family child care provider:** One individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work.
- **In-home child care provider:** Individual who provides child care services in the child's own home.

**6.1 Health and Safety Requirements for Center-Based Providers** (658E(c)(2)(F), §98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law per the NRCHSCC's compilation? **Note:** Some States use the term certification or registration to refer to their licensing regulatory process. Do not check “Yes” if center-based providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

☒ Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.

☐ No. **Describe** which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

6.1.2 Have center licensing requirements as relates to staff-child ratios, group size, or staff training been modified since approval of the last State Plan?  
(§98.41(a)(2)&(3))

☐ Yes, and the changes are as follows:

☒ No.

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations)

b) Building and physical premises safety

c) Health and safety training

d) Other requirements for center-based child care services provided under the CCDF

**6.2 Health and Safety Requirements for Group Home Child Care Providers**  
(658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? **Note:** Some States use the term certification or registration to refer to their licensing regulatory process. Do not check "Yes" if group home child care providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

☒ Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.

☐ No. **Describe** which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

☐ N/A. Group home child care is not a category of care in this State. Skip to Question 6.3.1

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan?  
(§98.41(a)(2) & (3))

☐ Yes, and the changes are as follows:

☒ No.

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations)

b) Building and physical premises safety

c) Health and safety training

d) Other requirements for center-based child care services provided under the CCDF



**6.3 Health and Safety Requirements for Family Child Care Providers** (658E(c)(2)(F), §§98.41, 98.16(j))

**6.3.1** Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? **Note:** Some States use the term certification or registration to refer to their licensing regulatory process. Do not check “Yes” if family child care providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

☐ Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.

☒ No. **Describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

Approved and approved relative

**6.3.2** Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes, and the changes are as follows:

☒ No.

**6.3.3** For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations)

Providers self-certify they ensure children in their care have all required immunizations and they take precautions to make sure their home is free of hazards that can cause injury or disease.

b) Building and physical premises safety

Providers self-certify they understand they must take specific precautions. A few examples from the Health and Safety Guidelines that approved and approved relative providers self certify they agree to are:

- Maintain sanitary areas for proper care, storage and refrigeration of food
- Storing of cleaners, medicines, and other harmful substances in a place inaccessible to children
- Have at least one working smoke detection device with AC primary power with battery backup or monitored battery powered smoke and carbon detection device

c) Health and safety training

Approved and approved relative providers must become CPR/First Aid certified within six months of eligibility

d) Other requirements for center-based child care services provided under the CCDF

N/A

**6.4 Health and Safety Requirements for In-Home Child Care Providers** (658E(c)(2)(F), §§98.41, 98.16(j))

**Note:** Before responding to Question 6.4.1, **check** the NRCHSCC's compilation of licensing requirements to verify if **in-home child care** as defined by CCDF and your State is covered. If not, **check** no for 6.4.1. Do not check "Yes" if in-home child care providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation?

☐ Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.

☒ No. **Describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

All in-home child care providers

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes, and the changes are as follows:

☒ No.

6.4.2 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations)

Suggested Health and Safety Guidelines for In-Home Care  
(Precautions against the spread of infectious disease by washing hands . . .)

b) Building and physical premises safety

Suggested Health and Safety Guidelines for In-Home Care  
(Guidelines include the following topics: emergency escapes, fire hazards, smoke detection device, fire extinguishers, carbon monoxide detector, functional telephone, hazard free conditions, drinking water, firearms, parent access to children, supervision, daily activities, corporal punishment, administering medication, child emergency information nutrition, safe vehicles and smoke-, drug- and alcohol-free environment.)

c) Health and safety training

Suggested Health and Safety Guidelines for In-Home Care  
(Have current CPR and first aid certification or at a minimum . . . /  
Conduct and document emergency evacuation drills at least once a month . . .)

d) Other requirements for child care services provided under the CCDF

In-home child care providers must pass background checks. Other than that, they are employed by the parents of the children in care. The parents assume the responsibility of health and safety.

## **6.5 Exemptions to Health and Safety Requirements**

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A))

**Indicate** the Lead Agency's policy regarding these relative providers:

- ☒ **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following a) describes those requirements and b) identifies the relatives they apply to:

## **6.6 Enforcement of Health and Safety Requirements**

6.6.1 Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d))

**Describe** how health and safety requirements are effectively enforced, including at a minimum:

a) Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

- ☒ Yes, and **indicate** the provider categories subject to routine unannounced visits and the frequency of those visits:

Licensed providers (homes, group homes, and centers) are subject to routine unannounced visits and at least one announced visit per year. Approved providers, approved relative providers, and in-home providers are subject to unannounced visits as needed.

☐ No.

b) Are child care providers subject to background checks?

- ☒ Yes, and **indicate** the types of providers subject to background checks and when such checks are conducted:

- (1) Licensed providers, staff and household members 16 years of age and older (homes, group homes, centers) – at initial licensure and every 6 years a fingerprint based check is conducted
- (2) Approved providers and household members 16 years of age and older– at initial Approval and every 6 years a fingerprint based check is conducted
- (3) In-home provider – at initial eligibility determination and every 6 years a fingerprint based check is conducted

NOTE: These individuals are subject to a comprehensive criminal history check which includes but is not limited to:

- Child Abuse Registry Check
- State Criminal Background Check
- State and Federal Fingerprint Check
- FBI Criminal Background Check
- Sex Offender Registry Check

☐ No.

c) Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☒ Yes, and **describe** the State's reporting requirements and how such injuries are tracked (if applicable):

Licensed child care facilities must report serious injuries to licensing authorities within 24 hours. Child care licensing units receive incident reports from providers and review reports to determine whether or not follow-up is needed and tracks incidents for trends and other public health concerns. Approved and approved relative providers report serious injuries to the CCAP Local Administrator for their community who receives the reports and notifies the Lead Agency when further action may be needed.

☐ No.

Describe any other methods used to ensure that health and safety requirements are effectively enforced:

Licensors conduct on-site announced and unannounced monitoring visits to ensure compliance with health and safety requirements. Licensing staff also provide technical assistance in person, over the phone, or via email

for providers. Licensed Provider Chats are conducted in designated areas throughout the state which provide opportunity for providers to discuss regulations/statutes with licensors.

Licensing staff investigate complaints and take corrective actions as necessary to protect the health and safety of children; for example, denying, revoking, suspending, or issuing a probationary license or imposing a fine.

Licensors work to create positive working relationships with various partners such as Fire, Sanitation, Planning and Zoning, etc.

Licensing staff receive training from the Attorney General's office regarding the interpretation of regulations/statutes to promote consistency among licensors throughout the state.

Licensed providers complete an annual self-monitoring report in which they evaluate their program and submit the report to licensing.

#### **6.7 Exemptions from Immunization Requirements**

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☒ Children who receive care in their own homes.
- ☒ Children whose parents object to immunization on religious grounds.
- ☒ Children whose medical condition contraindicates immunization.

Licensing staff receive ongoing training from Department of Health & Social Services Section of Epidemiology regarding changes to immunization requirements.

## **PART 7**

### **HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES**

*(Only the Territories complete Part 7)*

CCDF regulations (§98.2) define the following categories of care:

- **Center-based care:** Provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.
- **Group home child care provider:** Two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.
- **Family child care provider:** One individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work.
- **In-home child care provider:** Individual who provides child care services in the child's own home.

#### **7.1 Health and Safety Requirements for Center-Based Providers in the Territories** (658E(c)(2)(F), §98.41(a), §98.16(j))

7.1.1 For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- a) The prevention and control of infectious disease (including age-appropriate immunizations)
- b) Building and physical premises safety
- c) Health and safety training
- d) Other requirements for child care services provided under the CCDF

#### **7.2 Health and Safety Requirements for Group Home Child Care Providers in the Territories** (658E(c)(2)(F), §98.41(a), §98.16(j))

7.2.1 For all group home child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- a) The prevention and control of infectious disease (including age-appropriate immunizations)
- b) Building and physical premises safety
- c) Health and safety training
- d) Other requirements for child care services provided under the CCDF

**7.3 Health and Safety Requirements for Family Child Care Providers in the Territories**  
(658E(c)(2)(F), §98.41(a), §98.16(j))

7.3.1 For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- a) The prevention and control of infectious disease (including age-appropriate immunizations)
- b) Building and physical premises safety
- c) Health and safety training
- d) Other requirements for child care services provided under the CCDF

**7.4 Health and Safety Requirements for In-Home Child Care Providers in the Territories**  
(658E(c)(2)(F), §98.41(a), §98.16(j))

7.4.1 For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- a) The prevention and control of infectious disease (including age-appropriate immunizations)
- b) Building and physical premises safety
- c) Health and safety training
- d) Other requirements for child care services provided under the CCDF



## **7.5 Exemptions to Territorial Health and Safety Requirements**

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- ☐ **All** relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to **different** health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

## **7.6 Enforcement of Territorial Health and Safety Requirements**

**7.6.1** Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d))  
**Describe** how health and safety requirements are effectively enforced, including at a minimum:

a) Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

- ☐ Yes, and **indicate** the provider categories subject to routine unannounced visits and the frequency of those visits:
- ☐ No.

b) Are child care providers subject to background checks?

- ☐ Yes, and **indicate** the types of providers subject to background checks and when such checks are conducted:
- ☐ No.

c) Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☐ Yes, and **describe** the Territory's reporting requirements and how such injuries are tracked (if applicable):

☐ No.

d) Describe any other methods used to ensure that health and safety requirements are effectively enforced:

### **7.7 Exemptions from Territorial Immunization Requirements**

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☐ Children whose parents object to immunization on religious grounds.
- ☐ Children whose medical condition contraindicates immunization.

## **APPENDIX 1**

### **CCDF PROGRAM ASSURANCES AND CERTIFICATIONS**

The Lead Agency, named in Part 1 of this Plan, assures (§98.15) that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))

- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

## APPENDIX 2

### ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and/or priority for CCDF-funded child care services, Lead Agencies must **define** the following *italicized* terms. (658P, 658E(c)(3)(B))

- *in loco parentis* – A person acting in place of a parent, such as a guardian, relative, or friend, who provides care and supervision like a parent but without the formalities of legal guardianship or adoption.
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) - A physical or mental incapacity is defined a disability under which a person is incapable of self-care, and which is attributable to one or more mental or physical impairments that are severe, chronic, and lifelong. For child care assistance purposes, the physical or mental incapacity must be documented by a professional (doctor, psychiatrist, nurse practitioner, public health nurse, licensed clinical social worker or licensed psychological associate).
- *protective services* – Child protective services provided to a child who is the subject of a report of harm. The purpose is to identify, treat and reduce child abuse and neglect, as well as to ensure that reasonable efforts are made to protect and maintain children in their own homes. A social worker may authorize protective services for a child at risk of abuse or neglect and for whom child care during the day is part of a family treatment plan. Its objective is to enable the child to remain with his or her own family or to return the child to the child's own family following out-of-home placement.
- *residing with* - living with, including taking meals and sleeping in the same residence.
- *special needs child* – Child who has, or is at increase risk for, chronic physical, developmental, behavioral, or emotional conditions and who also requires health and related services of a type or amount beyond that required by children generally.
- *very low income* –A family whose income is equal to or less than 55 percent of Alaska's State Median Income.
- **List and define** any additional terminology related to conditions of eligibility and/or priority established by the Lead Agency:

### **APPENDIX 3: ADDITIONAL CERTIFICATIONS**

CCDF Regulations 45 CFR §98.13(b)(2)-(6) require the following certifications.

- 1. Assurance of compliance with Title VI of the Civil Rights Act of 1964:**  
<http://www.hhs.gov/ocr/ps690.pdf>
- 2. Certification regarding debarment:**  
<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>
- 3. Definitions for use with certification of debarment:**  
<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>
- 4. HHS certification regarding drug-free workplace requirements:**  
<http://www.acf.hhs.gov/programs/ofs/grants/drugfree.htm>
- 5. Certification of Compliance with the Pro-Children Act of 1994:**  
<http://www.acf.hhs.gov/programs/ofs/grants/tobacco.htm>
- 6. Certification regarding lobbying:**  
<http://www.acf.hhs.gov/programs/ofs/grants/lobby.htm>

These 6 certifications were obtained in the 1997 Plan and need not be collected again if there has been no change in Lead Agency. If there has been a change in Lead Agency, these certifications must be completed and submitted with the Plan.

These six certificates were submitted from the same Lead Agency for Alaska's Child Care and Development Plan for FY 1998 – 1999. They were signed by then Commissioner Karen Purdue on June 27, 1997.

## **REQUIRED ATTACHMENTS**

**List** all attachments included with this Plan.

- 2.1.3 Early Childhood Comprehensive Systems Plan
- 2.2 Summary of Public Comment Process
- 3.1.1 Sample Child Care Assistance Authorization
- 3.2.1 Child Care Assistance Program Rate Schedule
- 3.2-3 Market Rate Survey Instrument and a Summary of Findings
- 3.5.1 Family Income and Contribution Schedule
- 4.1.1 Child Care Assistance Application
- 5.2.1 Early Learning Guidelines
- 5.2.3 ELG Libro de Actividades Infantes Nacimiento – 18 Menses
- 5.2.3 ELG Libro de Actividades Caminadores 18 – 36 Menses
- 5.2.3 ELG Libro de Actividades Pre-escolares 36 – 60 Menses
- 5.2.3 ELG Heart of our Community – Community Workshop Training Manual
- 5.2.5 Professional Development Plan